

**The City of Sacramento**  
**The Library for North Natomas**  
**Sacramento Public Library**

# **COMMUNITY NEEDS ASSESSMENT**

**October 2002**  
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**Updated December 2003**  
**Sacramento Public Library**

**Library for North Natomas  
City of Sacramento**

**Community Needs Assessment**

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## **I. INTRODUCTION AND EXECUTIVE SUMMARY**

When the voters of California approved Proposition 14 to provide state funds to build new libraries, this is the project they had in mind.

Planning the Library for North Natomas has been an extraordinary opportunity and an exciting challenge for the City of Sacramento. It is not often that a city has the opportunity to develop a significant piece of land, to ensure that the infrastructure is well planned and that residents of the community are satisfied with the results.

The entire North Natomas community, as well as the Library, has been designed in a thoughtful process that has included interested community members. The library planning team has been composed of equally committed partners developing a comprehensive plan to build a library to serve the planned community in the making. The leaders and residents of this planned community chose to place the Library for North Natomas, a co-located, joint-use library that partners with both the new Inderkum High School and the new American River College Natomas Center, at the very center of the community in its Town Center Education Complex.

The planning for the new library has been a challenge because it began before many of the future residents were in place in the community. In spite of this constraint, much work has been done to ensure that the Library for North Natomas will effectively meet the recreational and information library needs of the greater North Natomas community and the faculty and staff of both Inderkum High School and the American River College Natomas Center when built and well into the future.

The North Natomas Community of Sacramento has been developed on the well-defined model of a New Urban Movement planned community. These communities become satellite towns, planned on town-like principles to house diverse populations, to have a mix of uses, and to provide walkable streets, mass-transit service and integrated civic and commercial centers. In such a community, the public library serves as a civic anchor. Ideally, it is located at the “town” center, and should be within walking distance for most residents. The planned *Education Complex* located in the *Town Center* that is the heart of the North Natomas Community will include the Library for North Natomas, Inderkum High School and the American River College Natomas Center.

Planning for the North Natomas Community began more than a decade ago, but actual construction did not begin until late 1999. The pace of growth has been rapid, with a population of 2,321 as measured by the 2000 Census, with a November 2003 population of over 21,000. The North Natomas service area population is projected to reach 62,549 residents by the year 2020.

This planned urban community was developed to appeal to a range of age groups, including young families, more mature empty nesters, and seniors. At this early stage of development 49% of community residents are between the ages of 25-54, and most live in families. 40% of those families have children under the age of 18 living at home.

The residents of North Natomas are well educated—over 61% have attended college, with 15% of the population holding a post-baccalaureate graduate or professional degree. Though not a wealthy community, the median income of the area is higher than in the City of Sacramento as a whole. Fifteen percent of housing in the developing community is earmarked to meet the “Affordable Housing Standard” so as to be affordable to very low and low-income residents.

North Natomas is being developed as a “wired” community with a fiber optic infrastructure that provides residents with high-speed data services. Most households own computers and subscribe to

Internet service, and the *Community Plan* includes development of a community Intranet. The Library for North Natomas will be an active participant in the North Natomas network.

Natomas Unified School District long-range planning documents show that North Natomas school build-out will include seven elementary schools, two middle schools, a charter school and one high school. Inderkum High School, immediately adjacent to the Library Site, designed to serve a student population of up to 2,000 students, will open in late summer 2004.

No public library currently exists in North Natomas. Residents most often use the South Natomas Library, which is three miles away, for their library service needs.

Planning for the joint-use, co-located Library for North Natomas Library has been underway for two years, and has been a genuinely collaborative effort. Guidelines have been developed that provide a well-structured framework for the joint-use project, but also allow for flexibility over the coming years. Library staffing and collections will be jointly funded by all stakeholders.

Community residents who participated in the needs assessment expressed their interest in a joint-use library facility that will meet their growing need for library services. They are enthusiastic about the shared library as a “Community Information Commons” with interior zones to meet the needs of all community members—young children and families, high school students, community college students, and community adults and seniors.

The following service levels are recommended to meet the current and future needs of this rapidly growing community in a co-located library.

- A collection of 138,000 books and non-print
- Electronic collections to support lifelong learning and curricular needs
- Library technology better than or comparable to what residents have at work or home, and that supports their personal wireless devices
- A generous number of open access public computers plus wiring/wireless service to accommodate personal computing devices
- Study space to accommodate quiet study
- Study space to accommodate group study and tutoring
- A computer lab and information literacy classroom
- A community meeting and multi-purpose program room to seat up to 75
- Dedicated space for children & for teens
- Dedicated space for community gatherings, displays, and exhibits
- A variety of appropriately zoned areas to meet the needs of disparate users

These recommendations are based on this assessment of community needs and interests developed by consulting community leaders, educators, students and residents, as well as area demographics and library and community strategic planning documents. These assessed needs are the basis for the detailed space needs assessment included in this document and *The Library for North Natomas Plan of Service* included in this application package.

## II. NEEDS ASSESSMENT METHODOLOGY

### A. Executive Summary

The needs assessment for a new library in North Natomas utilized a variety of methodologies, involving residents, community organizations and governmental and school officials and staff.

The relatively young age of the community presented several challenges to conducting the community needs assessment, since actual construction in the North Natomas Community didn't begin until 2000. This led the assessment planners to employ a variety of assessment methods to insure that all areas of the community were involved. The methodologies used included:

- Focus groups
  - Two focus groups were held with representatives of the senior community and special populations
- Interviews with key community and school leaders
  - Eleven interviews were completed with government, school and community leaders
- Attendance at established school/community meetings and an open town forum
  - Two community meetings were attended and one open town forum was held
- A written survey administered to high school students
  - 190 surveys were completed by students at Natomas High School
- An online survey administered via the Sacramento Public Library website
  - 496 respondents completed an online survey

Staff and elected officials from the City of Sacramento and the Sacramento Public Library were deeply involved in the planning and needs assessment efforts. The education community was represented through staff from the Natomas Unified School District and the Los Rios Community College District.

The overall planning effort was led by the *North Natomas Education Complex Team*, made up of top administrators from the Sacramento Public Library, the City of Sacramento, Natomas Unified School District, and Los Rios Community College District. The planning effort was aided by many, and included the participation of an *Educational Specifications Library Committee*, a *Project Advisory Committee*, community leaders, residents, students, parents and educators. Consulting services were provided by Synergy Associates to assist in project planning for the library.

Overall there was strong support for the concept of a joint use library for Library for North Natomas among all individuals involved in the needs assessment. The key issues identified by respondents and attendees included:

#### Site

- Key access for pedestrians and bicyclists
- Careful planning of parking and vehicular access

#### Building

- Group study areas
- Quiet study areas
- Computer lab
- High number of computers
- Need for separate teen and children's areas
- Internet connections for laptops
- Lounge seating areas

- Accessibility for senior and special populations

#### Collections

- Access to electronic resources
- Popular reading materials
- Non-print materials

#### Services

- Hours and days of service to meet the needs of evolving community and students
- Programming for adults, teens and children including
  - Educational programs
  - Adult education
  - Arts programs
- Staff assistance, particularly for students
- Library as Information Commons for community

While the main purpose of the needs assessment was to develop community preferences for a new library, it also served an ancillary purpose of creating greater exposure to and interest in a new library for the North Natomas Community. As a result of all the community input, community expectations have been raised in the library and community support become significantly higher.

## **B. Planning Process**

The *Sacramento Public Library Master Plan 2000* identified the need for a library to serve the rapidly growing community of North Natomas. The City of Sacramento has made the Library for North Natomas its highest library capital project priority.

The City of Sacramento adopted the *North Natomas Community Plan* in 1986, and adopted an update to that plan in 1994. Unlike most urban development, which evolves over decades as the result of societal influences—industry, economic highs and lows, availability and affordability of land, urban sprawl, etc. - planned urban developments are conceived and designed as fully-developed, self-sustaining communities.

These controlled *New Urban* developments are increasingly popular across the country and provide residents with the benefits of an environmentally sound, model community offering a variety of attractive housing, public transportation options, quality-of-life amenities such as walking routes, parks, and retail/office space, and public services including schools and a public library.

The Library in a planned urban community serves as a neighborhood and civic anchor. The proposed Library for North Natomas is expected to be a community destination for adults, children and students grades K-14.

Actual construction of the North Natomas community began in the late 1990s. By 2000, the community was reaching critical mass with housing expanding quickly and resident requirements for public services growing—demanding that the specifics of the master-planned *Town Center Education Complex* be defined and developed. The *Education Complex*, to be located in the *Town Center*, was planned to include a new high school, a public library and a community college center. Based on the character of the North Natomas development with the *Education Complex* located at its center, it was decided that a cooperative, co-located, joint-use library could best represent the values and meet the needs of this community-minded urban development.

Discussions among the City of Sacramento, the Sacramento Public Library, the Natomas Unified School District, and Los Rios Community College District regarding the possibility of a co-located library began in early 2000. The co-located public library is being planned to serve all components of the *Education Complex*— the community, Inderkum High School, and American River College Natomas Center. Following exploration of the co-location concept, and the specific requirements of the North Natomas Community, all stakeholders agreed that this particular community provided an excellent opportunity for true collaboration and the possibility to meet three different, but complementary library needs in a single, well-located facility. In 2001, a joint meeting of the Sacramento City Council, the Natomas Unified School District Board, the Los Rios Community College District Board and the Sacramento Public Library Authority Board was held to formalize the partnership and the parameters of the joint project.

The *North Natomas Education Complex Team* met at least monthly from June of 2000 to the present to discuss issues relating to the overall development of the Education Center, including the operating relationships among all entities. The project includes the following commitments:

- The School District will purchase the land, construct the building and maintain and staff the new high school.
- The City of Sacramento will purchase the land and construct and own the Library facility
- The Sacramento Public Library will staff and operate the Library
- The Los Rios Community College District will purchase the land, construct the facility and staff and maintain the American River College Natomas Center



- The School District and the Community College will work collaboratively to provide opportunities for advanced high school students to take college classes as part of the regular school day, a significant educational advantage not enjoyed by many students
- Funding for operational support, staffing, and collections at the library will be shared between all sponsoring entities

### **C. Community Involvement**

The community of North Natomas currently has 21,000 residents—all having moved into the development over the last 3½ years. The development is currently only at approximately 1/3 of build-out size, projected to reach a build-out size of 62,549 residents by 2020. However, in 2002, when the majority of the Community Needs Assessment was conducted, there were only about 10,000 residents. Therefore, the rapid growth and constantly changing nature of the community presented a significant challenge to developing significant community input and analyzing demographic data. Standard methodologies, such as focus groups and community meetings, were less effective, due to the lack of viable, already existing community groups. Key informant interviews therefore became more central to the community input process. In 2003, an online survey was administered to update earlier data collection efforts and capture input from the growing base of North Natomas residents.

Community involvement, the key component of the needs assessment, included a variety of stakeholders, including:

- Residents
- Community organizations
- Government agencies and officials
- School and education agencies and officials
- Planning teams

#### **Residents**

Residents were involved through a variety of methodologies including the key community leader interviews, focus groups, the open community forum and the online survey. The online survey reached the broadest group of community residents.

#### **Community Organizations**

Community organizations specific to North Natomas are only beginning to form. Most organizations, do not all meet on a regular schedule and do not all have an active, established membership. However, all identified community organizations were contacted during the needs assessment process to encourage members to participate in focus groups and/or to attend community meetings regarding the Library.

The North Natomas Alliance is a neighborhood organization that meets monthly to address neighborhood planning and quality-of-life issues. Meetings are held at The Club at Natomas Park and typically draw approximately 20 attendees. The regularly scheduled meeting of the North Natomas Alliance provided a forum for public input by featuring a facilitated discussion of the proposed library on its October 2002 agenda.

## Government Agencies and Officials

Local agencies involved in the needs assessment included:

- City of Sacramento
- Sacramento Public Library
- Sacramento Public Library Authority Board

### City of Sacramento

The City of Sacramento endorsed the concept of the North Natomas Community in 1986 and reaffirmed that commitment in 1994. City representatives helped to guide the overall planning process for the new library and made a significant investment of time, human resources and funds to support project development for the proposed library. Key City representatives involved in the needs assessment process included:

#### Elected Officials

Heather Fargo, Mayor of the City of Sacramento, worked with the library consultant to explore the specific needs of the North Natomas community, and to translate those needs into desired library services.

Ray Tretheway, City Council Representative for District #1, represented the North Natomas Community and worked with the consultants to define the broader needs of the service area and how they relate to library services.

#### City Staff

Jeff Blanton, Associate Architect, served on the Project Planning Committee, assisting with site and structure requirements.

Hinda Chandler, Associate Architect, served on the Educational Specifications Library Committee to assist in the planning process as it related to site issues, city codes, city policies and design parameters.

Karen Pardieck, District Manager for Councilmember Tretheway, served on the Project Planning Committee to bring a broad planning perspective to the process.

Carol Shearly, Natomas Manager, served as a member of the North Natomas Education Complex Team, which shaped the agreement for the cooperative project. Ms. Shearly brought a wealth of community information and experience to the planning process.

### Sacramento Public Library

Public service and library administrative staff served on the *Project Advisory Committee*. They oversaw the needs assessment and programming processes and provided critical background information for the project. As one of the three major stakeholders in the joint-use project, and the lead agency for library service provision, the Sacramento Public Library led the development of the cooperative agreement.

Anne Marie Gold, Library Director, was instrumental in initiating the Library for North Natomas planning process. As Director of the Sacramento Public Library, the lead agency for the co-located joint-use library, Ms. Gold was a key member of the *North*

*Natomas Education Complex Team*, directing staff resources to support and facilitate the project.

Mark Parker, Deputy Director-Administrative Services, worked with the project team to review and critique project documents and to assist in the development of the Library for North Natomas Plan of Service.

Lois Ross, Facility Planning Manager, and Sheri Garcia, Project Management Assistant, handled local arrangements for the needs assessment process, provided extensive background information, and took a leadership role in defining the nature of the cooperative project.

#### Sacramento Public Library Authority Board

Karen Ziebron, Chief of Staff for Supervisor Roger Dickinson, represented the Sacramento Public Library Authority, and the focused interest of Supervisor Dickinson, whose district includes North Natomas. Ms. Ziebron served as an active member of the Project Advisory Committee. The Sacramento Public Library Authority oversees library policy and operations for the entire Sacramento Public Library service area, some 900 square miles.

#### School and Education Agencies and Officials

##### Natomas Unified School District

The School District actively participated in the needs assessment process and planning for the co-located library. School District participants were involved in defining the nature of the joint-use co-located library from its inception, and guided the development of the cooperative agreement.

David Tooker, District Superintendent, was a key member of the *North Natomas Education Complex Team*. Superintendent Tooker served as an effective and essential supporter of the concept of a shared public and high school library and as a leader in defining the nature of the joint-use agreement.

Vicki Rondeau, District Library Media Specialist, served as an active member of both the *Educational Specifications Library Committee* and the *Project Planning Committee*. Her knowledge and experience in the area of library service to high school students was critical to the planning process, and she participated in the collection development plan for the proposed library.

The Natomas Middle School Parent-Teacher Association featured the proposed library project on the agenda of a regularly scheduled meeting, providing an opportunity for parents and teachers to express their needs and interests regarding the Library and to represent the needs of school age children. Natomas Middle School will be a feeder school for Inderkum High School, one of the partners for the Library.

### Los Rios Community College District

The Community College District, and American River College, was one of the key members of the original *North Natomas Education Complex Team*, and was active in the planning process at both administrative and staff levels.

Marie Smith, President of American River College, served as one of the four planners who made up the *North Natomas Education Complex Team*, convened to plan the nature of the cooperative project. Ms. Smith worked with the library consultant during the community needs assessment process.

Dan Crump, Public Services Librarian at American River College, served on the Project Advisory Committee. His knowledge and experience in library services at the community college level were critical to the planning process, and he participated in the collection development plan and Plan of Service for the Library.

### **Planning Teams**

From the above stakeholders and others, several teams were created to guide the planning and development of the Library for North Natomas.

The North Natomas Education Complex Team was convened to plan the nature of the cooperative project, and included representatives from the City of Sacramento, Sacramento Public Library, Natomas Unified School District and the Los Rios Community College District. The team met at least monthly from June of 2000 to the present. They addressed site issues and service needs and drafted a Memorandum of Understanding for the entire Education Complex that still allows the flexibility to address future needs.

### **North Natomas Education Complex Team**

<b>Name</b>	<b>Title</b>	<b>Affiliation</b>
Anne Marie Gold	Sacramento Public Library Director	Sacramento Public Library
Carol Shearly	Natomas Manager	City of Sacramento
Marie Smith	American River College President	Los Rios Community College District
David Tooker	District Superintendent	Natomas Unified School District

The Educational Specifications Library Committee was assembled as a sub-committee to establish each partner's functional library requirements in the joint-use facility. The committee met regularly between June of 2001-June of 2002.

### Educational Specifications Library Committee

Name	Title	Affiliation
Hinda Chandler	Architect	City of Sacramento
Dan Crump	Public Services Librarian, American River College	Los Rios Community College District
Bob Dowell	Community Representative	Community of North Natomas
Vicki Rondeau	District Library Media Specialist	Natomas Unified School District
Lois Ross	Facility Planning Manager	Sacramento Public Library
Dave Tooker	District Superintendent	Natomas Unified School District

The Project Advisory Committee represented all stakeholders and included experts to address specific project demands. The committee continues to meet either as a body or in smaller groups as needed.

### Project Advisory Committee

Name	Title	Affiliation
Jeff Blanton	Associate Architect	City of Sacramento
Mike Buschow	Project Architect	Nacht & Lewis Architects
Hinda Chandler	Associate Architect	City of Sacramento
Dan Crump	Public Services Librarian, American River College	Los Rios Community College District
Sheri Garcia	Project Management Assistant	Sacramento Public Library
Anne Marie Gold	Library Director	Sacramento Public Library
Karen Pardieck	District Manager for City Council Member Ray Tretheway	City of Sacramento
Mark Parker	Deputy Library Director for Administrative Services	Sacramento Public Library
David Rater	Program Manager	Sacramento Public Library
Lois Ross	Facility Planning Manager	Sacramento Public Library
Vicki Rondeau	District Library Media Specialist	Natomas Unified School District
Henrietta Sakamaki	Associate Superintendent for Educational Services	Natomas Unified School District
Carol Shearly	Natomas Manager	City of Sacramento
Marie Smith	President American River College	Los Rios Community College District
David Tooker	District Superintendent	Natomas Unified School District
Kathleen Wishnick	Dean for Workforce Education and Business	Los Rios Community College District
Karen Ziebron	Chief of Staff, Supervisor Dickinson's Office	Sacramento Public Library Authority

Synergy Associates of Sacramento was engaged to assist in the planning effort for the new library. The project consulting team included Mary Wray, Primary Consultant, Drew Harrington, Library Consultant, Trish Davey, Demographics Consultant, Tom Sinclair, Cooperative Agreement Consultant, and Michael Buschow, Architect with Nacht & Lewis Architects.

## **D. Methods Used to Elicit Community Input**

A variety of methods were used to solicit community input, all resulting in a varied picture of a community in fast formation. As noted above in the community involvement section, because of the rapid change in the community, the nature of community input for this needs assessment varies from more traditional methodologies.

Methodologies used included:

- Interviews with key community leaders
- Focus groups
- Attendance at school and community organization meetings
- Open community forum
- Student survey
- On-line survey

Description of the various methodologies and summaries of results for each are included below.

### **Interviews**

#### **Methodology**

A number of key individuals were interviewed as the core of the community input process. These individuals represented community and business organizations, local government, schools and library administration, in North Natomas. The questionnaire was developed by the consultant and reviewed by the City and library staff. Interviews were conducted in the Fall of 2002 using a combination of in person and telephone interviews. Each interview lasted approximately one hour. Summaries of all interviews are included as *Appendix D* of this study.

Interviews included the following individuals:

#### **Community and Business**

##### **Ms. Patsy Cooper, Parent & President of the Natomas Middle School PTA.**

Natomas Middle School, will be a feeder school for Inderkum High School, part of the *Town Center Education Complex*. Ms. Cooper and her family live in the North Natomas Community.

##### **Mr. Tom Dekker, President of the Natomas Business Association.**

Mr. Dekker is a businessman and a North Natomas Community resident. He works with other business owners who are developing the community's commercial district .

##### **Mr. Pat Mangun, Program Manager, Birth and Beyond (County of Sacramento)**

As the manager of a program providing services and referrals to low-income families in the County, Mr. Mangun is aware of the needs of his client base and how they relate to library services.

#### **Local Government**

##### **Ms. Heather Fargo, Mayor of Sacramento.**

As the elected Mayor of the City of Sacramento, Ms. Fargo is well informed regarding the current and future needs of the community. Prior to her election as Mayor of the City of Sacramento, Ms. Fargo served three terms as the Council Member representing District #1, which includes North Natomas, and has served as a leader for the planning and development of the North Natomas community.

**Mr. Roger Dickinson, Sacramento County Supervisor, District #1.**

Mr. Dickinson is the elected county official representing the 1<sup>st</sup> District, which includes North Natomas.

**Mr. Ray Tretheway, City Council Member, District #1.**

Mr. Tretheway is the elected city official representing the 1<sup>st</sup> District, which includes North Natomas.

**Ms. Carol Shearly, Natomas Manager, City of Sacramento.**

Ms. Shearly has been involved in the planning for the North Natomas Community from its inception to the present. She has a keen understanding of the goals of planned urban communities and the needs of the residents of North Natomas.

Library

**Ms. Anne Marie Gold, Library Director, Sacramento Public Library**

**Mr. Mark Parker, Deputy Director - Administrative Services, Sacramento Public Library.**

Ms. Gold and Mr. Parker represent the administrative interests and concerns of the Sacramento Public Library, the lead agency for the co-located public library facility.

K-14 Education

**Dr. Marie Smith, President, American River College.**

American River College is part of the Los Rios Community College District. The North Natomas *Town Center Education Complex* will include a branch of American River College as one of the joint-users of the proposed public library. Dr. Smith served in a key role representing the interests of the community college in the planning process.

**Mr. David Tooker, Superintendent, Natomas Unified School District.**

Representing one of the three main stakeholders in the Library for North Natomas, Superintendent Tooker has been a leading voice in planning for the co-located library services for the past two years.

**Ms. Vicki Rondeau, District Library Media Specialist, Natomas Unified School District.**

Ms. Rondeau has served as a “ground-floor” planner for the joint-use library. She represents the needs and interests of the school district, and she participated in the collection development plan for the Library. Ms. Rondeau brings an understanding of high school library requirements to the planning process, and is an advocate for student library use.

Results

Uniformly interviewees were strongly supportive of the need for a new library in North Natomas. Those who currently live in North Natomas generally use the library in South Natomas. There was also strong support for the concept of the joint use library, with respondents focusing on the positive aspects of ease of use for students and the community and a good use of public dollars. There was also an awareness that because of the joint use aspect some special provisions might need to be made for safety and security. Overall, there was a strong interest in having the Library be a warm, interesting, welcoming place.

Site issues

- Carefully planned parking and traffic flow
- Good access for pedestrians and bicyclists



#### Building issues

- Separate study rooms
- High number of computes
- Comfortable seating
- Retail environment
- Sense of civic space
- Design should emphasize customer self-reliance
- Teen section is essential
- Design take into account differing needs of user groups

#### Collection issues:

- Collections to support reading readiness
- Large non-fiction collection to support student needs
- Materials of interest to seniors
- Significant collection of online databases and electronic journals

#### Services issues:

- Computer programs to support students
- Room for community and association meetings
- Clearinghouse for community information, e.g. Library as Community Center
- Hours to meet the schedules and needs of the community
- Technologically savvy library
- Support for information needs of business community
- Awareness of shared mission and service overlaps between community and schools
- Storytimes for young children
- Programming for school age children
- Adult programming

### **Surveys**

Surveys were conducted of both the student population at Natomas High School and the general population. The survey results are included as *Appendix A* of this study.

#### Student Survey

##### Methodology

All students at Natomas High School (located in South Natomas) are required to take government and economics classes. To gather student input regarding the Library for North Natomas, 300 written surveys were distributed during government and economics classes in the fall of 2002. 190 surveys were completed, tallied and analyzed. Most survey respondents were high school juniors and seniors.

##### Results

Generally students visited the library about once a month, spending 1-2 hours on each visit. The purpose of their visits was to do research, locate a specific book, or use reference materials. Computer use was of less importance to students; nearly all students had computers with Internet access at home.

The highest rated suggestions for the library included:

- More up to date and faster computers with Internet access and up to date software

- More staff assistance
- More new books and a wider variety
- More hours, particularly morning hours

### Online Survey

#### Methodology

To take advantage of new community input reflecting the rapid-growth in North Natomas, an on-line survey was conducted in late 2003.

More than 5,000 postcards and 1,200 e-mails were sent to Sacramento Public Library patrons living in North Natomas asking them to visit the Sacramento Public Library web-site and take the on-line survey. Several hundred additional postcards were distributed at several public meetings held by the Natomas Unified School District. Although this sample is biased towards existing Sacramento Public Library patrons, it is likely that these respondents will likely be part of the core library users of the Library for North Natomas.

There were 497 respondents to the on-line survey. The demographics of the survey respondents appear to closely match community demographics.

#### Results

The survey respondents were enthusiastic library users, with over 85% having used the Library within the last three months, and generally noting that they used the library 2-3 times per month. The majority of survey respondents were in the 26-39 year old age range, but with young children (1-12) and adults 40-65 the next largest user groups.

Their use of the library was primarily to:

- Borrow books
- Borrow spoken word tapes and CD's, videos, DVD's and music CD's
- Borrow best sellers and popular materials
- Browse magazines
- Access to reference services and materials
- Do research for personal or business reasons
- Relax and read in the library
- Do homework
- Attend library programs
- Access the internet

Transportation to the Library, in order of preference was by:

- Car
- Walking
- Bicycle
- Public transportation

The choice of materials for the Library for North Natomas, in order of preference, was:

- Books for adults
- Books for children
- Community information
- Magazines and periodicals
- Computers

- Non-print materials for children
- Non print materials for adults
- Non print materials for teens
- Materials in languages other than English

Services of interest in the new Library included, in order of preference:

- Community information
- Educational programs
- Arts programs
- Adult education
- Homework programs
- Youth educational support
- Business/career information
- Cultural/holiday programs
- Computer training
- Entertainment programs
- Consumer information

The qualities important in a new library included, in order of preference:

- Longer hours and days of operation
- Dedicated children's area
- Places for individual study
- Quiet areas
- Lounge seating areas
- Internet connections for laptops
- Group study areas

The extensive comments included by survey respondents clearly indicated their support for a new library and provided excellent suggestions for services in and design of the building

### **Focus Groups**

#### **Methodology**

As noted earlier in this report, the newness and relatively small size of the developing North Natomas Community made focus groups a less fruitful source of community input, so they were not used as heavily as were other community input strategies. The two focus groups that were held were chosen to gain input on special service needs from specific communities within the greater North Natomas community.

The two focus groups that were held included:

<b>GROUP</b>	<b>DATE</b>	<b>LOCATION</b>
Seniors Focus Group	September 19, 2002	Senior Center
Special Populations of Physically Disabled Members of the Community	September 17, 2002	Natomas Unified School District Offices

Full summaries of all focus groups are included as *Appendix C* of this study.

### **Results**

### Senior Focus Group

- Transportation is barrier to access to the library
  - Public transportation is important, as is pedestrian access
- Early morning hours of operation are of interest
- Collections should include large print, non-fiction including how-to, travel, history and science
- Computer access is important
- Library should have a comfortable and welcoming sense about it
- High interest in adult programming

### Special Populations Group

- None are currently users of the library
- Need library to be accessible – specific suggestions for building provided
- Small group study areas were of interest
- Collections focusing on educational materials and current events

## **Community Meetings**

### Methodology

In order to solicit input from specific segments of the community, as well as the community in general, three community meetings were attended by consultants. The specific meetings were chosen to gain input from targeted groups as well as the community at large.

The following community meetings were attended:

GROUP	DATE	LOCATION
Open Community Forum	September 17, 2002	The Club at Natomas Park
North Natomas Alliance	November 14, 2002	The Club at Natomas Park
Natomas Middle School PTA	December 3, 2002	Natomas Middle School

Full summaries of all community meetings are included as *Appendix B* of this study.

## **Results**

Attendees at the community meetings currently used the library for a variety of reasons, including homework support, computer access, non-print materials and programs. In a new library attendees were interested in a facility that insured ease of simultaneous use, with an awareness that a joint use facility would require special considerations to accomplish this need. While they were supportive of the joint use concept they didn't want to feel like they were "going back to school."

The library functions that attendees rated most highly included, in ranked order:

- General Information
- Basic Literacy
- Cultural Awareness
- Lifelong Learning
- Current Topics and Titles
- Formal Learning Support

### III. COMMUNITY ANALYSIS

#### A. Executive Summary

The North Natomas community is part of the City of Sacramento, the cultural, educational, business and governmental center the four-county metropolitan region. The North Natomas area has long been the one remaining major undeveloped area within the City of Sacramento. It is a planned urban community, with a current population of 21,000 and a planned build out population of 62,549 by 2020.

Library services to residents in North Natomas are provided by the Sacramento Public Library Authority, a joint powers agency of the City and County of Sacramento. The Sacramento Public Library consists of a Central Library and 25 branch libraries, including the largest K-12 joint use co-located public library in the state of California. Key staff members from the Library provided leadership in the planning process for the joint use library.

The Natomas Unified School District provides K-12 education services to the students in the North Natomas community. The District currently has 5 elementary schools, 2 middle schools, one high school and one charter school. As a result of the growth planned for North Natomas, 7 new elementary schools, 2 middle schools, and 1 new high school are planned. The new high school, Inderkum High School, will be located in the Town Center Education Complex and be part of the joint use Library for North Natomas. Representatives of the District actively participated in the planning for the joint use library.

American River College of the Los Rios Community College District has maintained a center at North Natomas High School and will be constructing a new facility as part of the Town Center Education Complex. Library services to college faculty and students will also be provided by the Library for North Natomas.

Community organizations in North Natomas are in the early formative stages with few organizations having developed membership or established meetings. Those few organizations established in the community were included in the needs assessment.

The community and demographic data included in the needs assessment was developed from a variety of sources because of the rapidly changing nature of the community. Census 2000 data was reviewed for base line data and more current data was provided through a recent survey by the North Natomas Transportation Management Association and new homebuyer profiles from developers.

According to the transportation survey, some of key patterns in the community were:

- A very high number of residents drive to work, most of them out of the North Natomas community
- Nearly 1/3 of residents telecommuted, at least once a week
- Nearly all residents attended college
- Most residents have Internet access at home or work

A profile of residents emerged from the homebuyer survey:

- Only half the new residents are from the Sacramento area indicating a significant influx of new residents
- The majority of residents work in Sacramento
- The majority are married with age ranges from 35-40.

- The greatest age range for children is under 5 and over 15.
- Over three quarters of residents have children at home
- The average household income is between \$70,000 and \$180,000

Students in the North Natomas School District had success in meeting their API targets for their schools, with 5 schools meeting targets and 4 schools growing but not meeting their targets. However, both of these numbers and percentages are lower than the statewide averages.

According to the census data from 2000, residents of the community have an educational attainment that is higher than that of the City of Sacramento as a whole, with 85% of the population having a high school degree or higher, and 15% holding a post-baccalaureate graduate or professional degree.

47% of the residents of the City of Sacramento function at Literacy level 2 or below, which is higher than the County but lower than the state. With the higher than average educational attainment of the growing community, the assumption is that the North Natomas community will likely have a lower Level 1 and 2 literacy rate than the City as a whole.

Ethnically, the community is 74% White, 13% Hispanic, and 10% Asian, with smaller representation of other ethnicities. Most residents (66%) live in families, and 40% of those families have children under the age of eighteen living at home.

The majority of the community is between the ages of 25-54, with 14% of residents being 65 years of age or older. The median age of the community is 39.6 years, which is somewhat older than is found in the City of Sacramento as a whole, where the median age is 32.8 years.

North Natomas residents are most likely to work in management or sales occupations, and while North Natomas is not a wealthy community, households do have a median income that is higher than that of the City of Sacramento overall. It has a significantly lower poverty rate than the City, County, state or nation. Housing values are higher than City and nation, but not statewide. Current median home sales prices support the continuing higher values in the North Natomas community versus the City of Sacramento and the County, but not statewide.

## **B. Government Agencies**

The three public agencies involved in the needs assessment were:

- City of Sacramento
- Sacramento Public Library
- Sacramento Public Library Authority

### City of Sacramento

The City of Sacramento is the cultural, educational, business and governmental center of a four - county metropolitan region. As California's capitol city, Sacramento is center stage for governmental policy for the entire state. A dynamic business sector, an expanding public transportation system (including Light Rail), affordable housing and growing cultural, educational, and medical facilities serve the needs of 1.5 million people. It is the largest city in the greater Sacramento region and, as such, serves a leadership role in establishing regional direction for the entire area.

Founded in 1849, Sacramento was California's first charter city and is at the heart of California history – the gold rush, Pony Express and first continental railroad all began in Sacramento. The confluence of two of the state's largest rivers is just a short walk from the steps of City Hall. The city's rich historical heritage, commitment to quality of life, and abundance of trees and parkland contributed to Newsweek magazine naming Sacramento one of the ten best cities in the United States and Time Magazine naming the city as the most diverse city in the nation.

In 1850 the citizens of Sacramento organized the City's first public library, a subscription association among whose founding members could be counted the Silver Kings, including Charles Crocker and Mark Hopkins. Currently, library service to the City of Sacramento is provided by the Sacramento Public Library Authority. The City retains the responsibility to provide all facilities for library services.

The City is governed by an eight member City Council and Mayor including:

Mayor Heather Fargo  
Councilmember Ray Tretheway, District 1  
Councilmember Sandy Sheedy, District 2  
Councilmember Steve Cohn, District 3  
Councilmember Jimmie Yee, District 4  
Councilmember Lauren Hammond, District 5  
Councilmember Dave Jones, District 6  
Councilmember Robbie Waters, District 7  
Councilmember Bonnie Pannell, District 8

The City Manager is Robert Thomas.

The key individuals involved in the planning and development of the library are:

Mayor Heather Fargo  
Councilmember Ray Tretheway

Carol Shearly, North Natomas Manager  
Karen Pardieck, District Manager for Councilmember Tretheway  
Hinda Chandler, Associate Architect  
Jeff Blanton, Associate Architect

The roles and involvement of each is described in the Community Involvement section above.

Mayor Fargo and Councilmember Tretheway have provided leadership to the City Council on the project. The City Council has consistently supported the project with unanimous votes.

#### Sacramento Public Library

The Sacramento Public Library is a Joint Powers Authority independent governmental entity established by mutual consent of the County of Sacramento and the City of Sacramento under an agreement dated August 31, 1993. The Library provides library services in facilities owned by constituent governmental jurisdictions, including the City of Sacramento, County of Sacramento, and the City of Galt.

There are twenty-six library branches in the Sacramento Public Library, serving all cities and communities within the County of Sacramento with the exception of the City of Folsom, which has its own public library. The branches range in size from the 140,000 sq. ft. Central Library to small one-person libraries in the Sacramento River Delta. The Library currently operates the largest K-12 joint use co-located public school/public library facility in the state, the Franklin Community Library, which serves the Franklin community as well as the students and staff at Franklin High School and Toby Johnson Middle School.

The service population is 1,219,100. The number of registered borrowers is 533,739. The collection consists of 1,561,046 titles and 2,094,230 items in a variety of formats including audio books, DVD's, CD's, CD-ROM's, plus 5,289 periodical titles. Annual circulation of all materials is 4,492,144. The total number of service hours per month is 3,826.

The Sacramento Public Library is the largest public library from Sacramento north to the Oregon border. It is a member of the Mountain-Valley Library System, a public library regional network, which is headquartered in the Central Library and also of the Sierra-Valley Library System, a multitype regional network. Sacramento Public Library participates in all state-sponsored resource sharing programs.

The Library Director is Anne Marie Gold and the Deputy Directors are Mark Parker (Administrative Services) and Alison Landers (Public Services).

The key individuals who have been involved in the planning for the new library are:

Anne Marie Gold, Library Director  
Mark Parker, Deputy Director – Administrative Services  
Lois Ross, Facility Planning Manager

The roles and involvement of each of the above library staff, as well as additional library staff members, are described in the Community Involvement section above.

Lois Ross was the key participant in the planning and needs assessment process, coordinating work with the various project participants and the consultants, as well as providing professional input and guidance on the facility plan.

#### Sacramento Public Library Authority



The Sacramento Public Library Authority is governed by a nine-member board consisting of the five members of the Sacramento County Board of Supervisors and four members of the Sacramento City Council. The Board oversees policy and governance of the Sacramento Public Library.

The current members of the Sacramento Public Library Authority Board are:

Supervisor Roger Niello, Chair  
 Councilmember Bonnie Pannell, Vice-Chair  
 Supervisor Illa Collin  
 Supervisor Roger Dickinson  
 Supervisor Don Nottoli  
 Supervisor Muriel Johnson  
 Councilmember Ray Tretheway  
 Councilmember Robbie Waters  
 Councilmember Jimmy Yee

Karen Zeibron, Chief of Staff for Supervisor Roger Dickinson and Alternate Member of the Authority Board, actively participated in the planning process for the new library.

### C. K-14 Education

#### Natomas Unified School District

##### **Natomas Unified School District Schools**

<b>Natomas Unified School District Schools</b>	<b>2002- 2003 Enrollment</b>
American Lakes Elementary#	696
Bannon Creek Elementary	526
Jefferson Elementary	686
Natomas Park Elementary* #	775
Two Rivers Elementary #	507
Greene (Leroy F.) Middle	735
Natomas Middle* #	726
Natomas High	1,808
Natomas Charter (K-12)*	1,066
*= North Natomas Schools	
#= year-round schools	
<b>District Total:</b>	<b>7,525</b>

Source: California Department of Education

The Natomas Unified School District serves the North and South Natomas areas. Total district enrollment for 2002-2003 was 7,525 students. The District is governed by a five member elected board. The majority of Natomas Unified School District schools operate on a traditional, academic year calendar, with four schools following a year-round schedule, including two North Natomas schools—Natomas Park Elementary and Natomas Middle School. The new Inderkum High School will operate on a traditional calendar.

### School Enrollment Projections by Jurisdiction

	2000	2010	% Change 2000-2010	2020	% Change 2000-2020
North Natomas Service Area					
Elementary	300	7,110	2,270%	10,780	3,493%
Secondary	80	1,430	1,687%	2,330	2,813%
County of Sacramento					
Elementary	175,920	218,204	24.0%	252,059	43%
Secondary	61,153	73,636	20.4%	86,014	41%

Source: Sacramento Area Council of Governments (SACOG) DOF E-5 Years 1999-2025 Projections, Release date: January 13, 2000.

Related to population growth projections, the Sacramento Area Council Of Governments (SACOG) provides projections for school districts to estimate the number of students who will be generated in each census tract. The most recent SACOG enrollment projections indicate a 2,270% increase in elementary enrollment in the next decade due to anticipated growth in the North Natomas area.

### Ethnicity of Students in the Natomas Unified School District

Ethnicity	Natomas Unified School District		Sacramento County Schools		State of California	
	Number	%	Number	%	Number	%
White (not Hispanic)	2,112	30.4%	105,083	46.1%	2,138,085	34.8%
Black or African American	1,760	25.3%	35,382	15.5%	512,966	8.3%
American Indian and Alaska Native	57	0.8%	3,367	1.5%	53,314	0.9%
Asian	493	7.1%	28,517	12.5%	495,313	8.1%
Filipino	266	3.8%	5,046	2.2%	150,360	2.4%
Native Hawaiian and Other Pacific Islander	91	1.3%	3,559	1.6%	40,401	0.7%
Other or multiple responses	350	5.0%	2,254	1.0%	39,304	0.6%
Hispanic or Latino	1,824	26.2%	44,914	19.7%	2,717,602	44.2%

Source: California Department of Education

Current figures for the relatively small North Natomas population base show a significantly larger proportion of White residents than is seen in South Natomas schools. However, North Natomas was conceived as a planned community with the expectation that it will represent ethnic diversity similar to that of residential areas in the City of Sacramento as a whole.

Current ethnicity for the Natomas Unified School District provides insight to the cultural diversity that may be represented in North Natomas as it grows.

The community plan for North Natomas, adopted by the City of Sacramento, includes long range planning for additional schools, including seven elementary schools, two middle schools and one high school. Inderkum High School, the planned new high school, will open in the summer of 2004, at which time construction on the community college facilities is to begin.

Inderkum High School will serve up to 2,000 students, grades 9-12. In Inderkum High School the Natomas Unified School District has created a new model for public education. Linking knowledge sources to form a world class educational complex in the North Natomas Town Center, Inderkum High School has created a new way of doing business. Through collaborative planning that will share facilities between Inderkum High School, American River College and the Sacramento Public Library Authority on the same site, all students will be involved in career pathways through small learning communities. Academically qualified high school students will be offered the opportunity to enroll in college level courses offered by American River College. The facility has been awarded the 2003 Project of Distinction by the Council of Educational Facility Planners International and the 2003 Citation Award for Innovative Learning Environments.

The overarching tenets for Inderkum High School include:

#### Environmentally Conscious Design

The school employs an environmentally conscious design utilizing energy efficient systems.

#### Small Learning Communities Core Curriculum

The core curriculums will thematically align with career pathways. Teachers will work as a team in an integrated curriculum where individualized learning units function in the larger school setting.

#### Career Pathways

Pathways identify career skills needed for the transition to postsecondary education or employment. Broad-based industry related areas of study will be designed around real-time career involvement.

#### High Academic Achievement

The Honors Course of Study for 2004 will offer pre-International Baccalaureate and pre-Advanced Placement courses to challenge high achieving students. The UC and CSU path will prepare students for postsecondary education.

#### Academic Interventions

A wide range of academic interventions will include after school tutoring, math and reading labs and Anytime School.

#### Technology Integration

Technology will be seamlessly integrated into the core curriculum of English, Mathematics, History and Science.

#### College Connection

Inderkum will work collaboratively with American River College to form a transition to high education and employment.

All schools in the Natomas Unified School District have staffed, automated school libraries. The District has adopted a Library/Media Plan in 2002 that includes information literacy standards for all students and specific goals and objectives. The Library Act of 1998 provided increased materials budgets for school libraries, so print and electronic collections to support the curriculum and reading/research interests of students have improved steadily since that time. All school libraries

provide students with access to computers and Internet service. Each school has a *Library Improvement Committee* to prioritize library needs. The committees include faculty, students and parents. School library hours are limited to the academic day. Currently the District employs only one qualified School Library Media Specialist for the entire district.

#### Los Rios Community College District

The Los Rios Community College District is a two-year public college district serving the greater Sacramento region. The district includes American River, Consumnes River and Sacramento City colleges; Folsom Lake and El Dorado Centers; and other centers in Davis, West Sacramento, downtown Sacramento, Natomas and Rancho Cordova; and special services for business and industry. The colleges offer transfer education -- students complete freshman and sophomore years and transfer to a four-year college or university--and AA/AS degrees and certificates in over 70 career fields. The District's 2,400 square mile service area includes Sacramento and El Dorado counties and parts of Yolo, Placer and Solano counties. Nearly 80,000 students are enrolled in the colleges.

American River College currently serves about 28,800 full-time and part-time students with a main campus and four centers. Approximately 74% of ARC students are part-time students. American River College is among the ten largest community colleges in the state and is looked upon as a leader in innovative programs and services. It transfers more students to UC Davis and CSU Sacramento than any other community college. American River College has had a ten year history of successful collaboration with Natomas High School. The new American River College Natomas Center will transition that collaboration to the Education Center complex in the Town Center in North Natomas. The student body population is expected to reach 5,000. Students, faculty and staff will have their library needs served by the Library for North Natomas.

#### **D. Community Organizations**

Because of the newness of the North Natomas Community, most community organizations are in the early formative stages. Representative community organizations participated in focus groups, community meetings and were included in the key community interviews.

Already formed community organizations include:

The Natomas Affiliate of the Friends of the Sacramento Public Library operates as an active, motivated organization. They were responsible for the first storefront library in South Natomas, helping to staff the branch, and to lay the groundwork for a permanent branch facility. At this time, residents from North Natomas belong to the South Natomas Friends, but will convene as a North Natomas Friends Group when the new library is built.

The North Natomas Alliance is a neighborhood organization that meets monthly to address neighborhood planning and quality-of-life issues. Meetings are held at The Club at Natomas Park and typically draw approximately 20 attendees. The Alliance provided a forum for public input on the proposed library by hosting a facilitated discussion of the project in October 2002.

North Natomas Community Association meets on an as needed basis to address and resolve community issues. The Association reviews all community planning documents and provides input to Mayor Heather Fargo and City Council Member Ray Tretheway.

The North Natomas Study Group is an informal organization that meets monthly or as interest dictates, to study and discuss community planning and community issues. The group provides a forum for discussion so that residents can offer considered, informed opinions at official meetings.

The Natomas Community Association is an all-volunteer, non-profit organization formed over 20 years ago for the purpose of improving the quality of life within the Natomas community, covering both South and North Natomas. The group holds monthly Town Meetings to learn more about community issues, share concerns and explore means to resolve issues to the benefit of the entire community.

## **E. Community Characteristics**

### Service Area and Map

The service area for the proposed Library for North Natomas is bordered on the north by the Sacramento County Line, on the east by the Western Pacific Railway, on the south by I-80, and on the west by the Sacramento River. Currently the service area has only two assigned census tracts—70.08 and 71.00.

The rapidly developing service area is expected to grow from a 2000 population of 2,321 to a 2020 population of 62,549. The Census Tracts included in the service area for the Library for North Natomas are 70.08 and 71.00.

A Service Area Map for the Library for North Natomas is included with the full application package.

### North Natomas Development

The North Natomas area has long been the one remaining major undeveloped area within the City of Sacramento. For many years, it was primarily in agricultural use, with horses and cows vastly outnumbering the human residents. The major reason that the area remained a primarily agricultural one was that it regularly suffered flooding and near breach of the Sacramento River levees. One of the major businesses in the area was the Inderkum Dairy, after which the new Inderkum High School is named.

Prior to 1984, there was very little development in the North Natomas area. During the 1980's the Sacramento area experienced a substantial increase in development activity due, in large part, to housing prices, which were more affordable than in the San Francisco Bay Area. Because of its proximity to both downtown Sacramento and Sacramento International Airport, North Natomas became a desirable development site during the mid-1980's.

In 1986, the City Council adopted the North Natomas Community Plan that called for a variety of light industrial, commercial, residential and civic uses. Shortly after that time, Arco Arena and a Raley's distribution center were completed. However, development was halted as a result of environmental litigation and a redesignation by the U.S. Army Corps of Engineers of the area to be within a 100-year flood plain.

In 1992, the City Council adopted new planning principles for the North Natomas area and adopted a new Community Plan in 1994. At the same time the Sacramento Area Flood Control Agency proceeded with the construction of needed levees and related flood protection improvements in the area. By 1999 residential development was set to proceed in the North Natomas area and the first residential building permit was issued in February 1999.

## Community Overview

Most urban residential developments evolve over a period of decades with each housing development having a different planning focus and process. When this “natural” growth pattern is combined with urban sprawl, it can lead to numerous city and suburban ills. To combat problems of urban sprawl and the lack of a shared community vision, the New Urban Movement fostered the development of planned urban growth communities as satellite towns. These master-planned communities are self-contained—planned to be environmentally sound and to serve the day-to-day residential, commercial, open space and civic requirements of residents while fostering a sense of community.

North Natomas is a planned urban community. Planning for the community began more than fifteen years ago, with actual residential construction beginning in late 1999. At build-out, in the year 2020, North Natomas will be home to 62,549 residents living in 32,000 single-family and multi-family dwellings. The community is planned around 14 separate developments, each focused on its own elementary school. Fifteen percent of projected housing will meet an “Affordable Housing Standard” so that homes will be affordable to very low and low-income residents. A section of the development is limited to residents aged 55 and older with private homes, senior apartments and an assisted living facility. The North Natomas community will support seven elementary schools, two middle schools and one high school to serve a 2020 projected school-age population of 13,110 students. Ethnic diversity of the community is expected to be similar to that of the City of Sacramento as a whole.

The community of North Natomas is now three years old. The 2000 census showed a population of 2,321 residents, and according to the Sacramento Area Council of Governments, in the three years since the census the community has already grown to 21,000 residents. This figure places the community at only 33% of its build-out population, so demographics must be considered in the overall context of the planned development both now and in the future.

## Service Area Public Transportation

Since the early 1980’s the Sacramento Regional Transit District has been planning a light rail extension to the Natomas area. In October of 2001, the Sacramento Regional Transit District undertook a study to inform the expansion of transit service between downtown Sacramento and the Sacramento International Airport, which includes the North Natomas area. The study included a public workshop in November of 2002. Ongoing transit expansion planning relies on the active input of a citizen review panel.

A light rail system, funded through a combination of local and federal “New Starts” funding is planned to run from downtown Sacramento through North Natomas to terminate at the Sacramento Airport, and two light rail stops are planned for the North Natomas Town Center, very near the Library site. Currently, North Natomas is served by bus service with three routes serving the community, with two bus stops within 1/4 mile of the Library site. There is also a North Natomas Community Shuttle that provides a free call-and-ride service within the community Monday through Friday from 10:00am to 3:00pm.

## Transit Patterns

In January 2002, the North Natomas Transportation Management Association released a study of resident and employee transit patterns in order to make recommendations for future improvements in

trip reduction potential. In addition to information relating to transit patterns, information relating to employment patterns in the North Natomas area was also developed.

Employment patterns:

- Many retail employees worked part time – 41%
- Nearly all office and distribution employees worked full time
- Residents worked in management and supervision (27%) and retail (21%)
- 18% of residents had flexible work hours
- 32% of residents reported telecommuting; 71% of whom did so at least once a week

Commute patterns:

- Driving to work was the most common form of transportation, with 85% of residents and 87% of employees driving to work
- Average commute distance for residents is 13.41 miles and 20.26 minutes
- Average commute distance for employees is 13.89 miles and 20.01 minutes

Demographic patterns:

- 93% of residents reported having attended college
- Median family income for residents was \$78,000
- Children per household ranged from 0.84 to 1.12
- Adults per household ranged from 1.97 to 2.28
- Motor vehicles per household ranged from 2.10 to 2.54

Jobs-Housing Balance

- 15% of residents both live and work in North Natomas
- 6% of employees both live and work in North Natomas
- Residents were more likely than employees to live close to where they worked

Internet Access/Use:

- 80% of residents have Internet access at home
- 90% of residents have Internet access at work
- 30% of employees have Internet access at work
- 73% of employees have Internet access at home
- 73% of residents use the Internet for work
- 63% of office employees use the Internet for work
- 80% of both residents and employees use the Internet for recreation

The survey shows a highly wired community, a significant portion of whose residents telecommute. The majority of residents and employees use their cars to get to work with an average commute time of 20 minutes. A small number of residents both live and work in the community.

Homebuyer Profiles

The majority of the demographic data presented below cites as its source the 2000 Census. However, with the rapid growth of the North Natomas area since the time of the census data collection, more complete data can be observed through the homebuyer profiles created by the residential developers within the area. In July 2003, profiles of over 3,700 homebuyers were developed by the major developers currently selling homes in the three neighborhoods in the community. While the areas of information do not correlate directly to census data, the changing patterns in the community can be clearly seen when the data from the homebuyer profiles is compared to the census data.

### Homebuyer Profiles

		Natomas Park	Westlake	Regency Park
<b>Where homebuyers are coming from</b>				
	<b>Greater Sacramento Area</b>	51%	57%	53%
	<b>Where in Sacramento area</b>	Northwest region	Northwest region	Northwest region
	<b>Bay Area</b>	28%	21%	24%
	<b>Yolo</b>	6%	8%	10%
	<b>Outlying areas, Placer, etc.</b>	4%	5%	6%
	<b>Southern CA/out of state</b>	10%	9%	8%
<b>Own present residence</b>		52%	61%	28%
<b>Currently living in single family homes</b>		86%	89%	94%
<b>How long at present residence</b>				
	<b>Less than 2 years</b>	39%	37%	67%
	<b>2-5 years</b>	32%	31%	19%
	<b>5+ years</b>	29%	32%	14%
<b>Market value of present home</b>				
	<b>\$100K – 199K</b>	30%	12%	18%
	<b>\$200K - \$299K</b>	29%	36%	31%
	<b>\$300K – \$399K</b>	17%	19%	19%
	<b>\$400K - \$499K</b>	10%	17%	13%
	<b>\$500K - \$599K</b>	6%	8%	
<b>Married</b>		68%	58%	48%
<b>Average age</b>				
	<b>Male</b>	37.5	40	36.5
	<b>Female</b>	35.5	39	35
<b>Children's ages</b>				
	<b>&lt;5 years</b>	36%	34%	40%
	<b>6-10 years</b>	22%	22%	19%
	<b>11-15 years</b>	18%	17%	15%
	<b>&gt; 15 years</b>	24%	27%	25%
<b>Number of children at home</b>				
	<b>None</b>		17%	25%
	<b>1 child</b>	35%	30%	34%
	<b>2 children</b>	35%	33%	29%
	<b>3 children</b>	12%	12%	9%
<b>Number of cars</b>				
	<b>1 car</b>	15%	16%	26%
	<b>2 cars</b>	63%	59%	59%
	<b>3 cars</b>	16%	19%	12%
	<b>4 cars</b>	4%	5%	3%



	Natomas Park	Westlake	Regency Park
<b>Family income distribution</b>			
<b>\$50K - \$99K</b>	48%	36%	51%
<b>\$100K – \$149K</b>	30%	26%	26%
<b>\$150K - \$199K</b>	12%	21%	11%
<b>Over \$200K</b>		15%	4%
<b>Average household income range</b>	\$86,2280-\$148,461	\$96,891 - \$181,523	\$71,667 - \$123,018
<b>Employment location in Sacramento</b>			
<b>Male</b>	45%	69%	68%
<b>Female</b>	48%	66%	83%

Source: City of Sacramento North Natomas Homebuyer Profiles, July 2003

Based on the profiles, the following picture of the new homeowners in North Natomas emerges:

- The majority are relocating from elsewhere within the greater Sacramento area
- They are currently single family home owners who have been living at their current home 5 years or less
- The price of their current home is \$300,000 or less
- The average age is between 36 and 50 for males and 35 to 39 for females
- The highest concentration of children is those under 5 years of age, followed by those over 15 years of age
- Most families have 2 children at home, followed closely by the 1 child family
- Most families have 2 cars
- Family income is generally between \$50,000 - \$100,000 with a range of \$71,000 - \$181,000
- The great majority of residents are employed in Sacramento

## F. Demographic Data

### Population—Current and Projections

#### **Population Comparison: 1980, 1990, 2000**

<b>Total Population 1990 and 2000</b>	<b>1980</b>	<b>1990</b>	<b>2000</b>	<b>% Change: 1990-2000</b>
<b>North Natomas Service Area (Ct. 71.00 and 70.08)</b>	643	541	2,321	329.0%
<b>City of Sacramento</b>	275,741	369,365	407,018	10.2%
<b>County of Sacramento</b>	783,381	1,041,219	1,223,499	17.51%
<b>State of California</b>	23,667,902	29,760,021	33,871,648	13.82%
<b>United States</b>	226,545,805	248,709,873	281,421,906	13.15%

Sources: US Census, 1980, 1990 & 2000

Sacramento Council of Governments (SACOG), 1980 service area figure

### Population Projections 2000-2020

	NORTH NATOMAS		CITY OF SACRAMENTO		SACRAMENTO COUNTY		CALIFORNIA		UNITED STATES	
Year	Total Population	Percent Change	Total Population	Percent Change	Total Population	Percent Change	Total Population	Percent Change	Total Population	Percent Change
2000	2,321		407,018		1,223,499		33,871,648		281,421,906	
2005	24,509	956.0%	446,960	9.81%	1,335,283	9.14%				
2010	45,844	87.1%	485,420	8.60%	1,459,952	9.34%				
2015	57,328	25.1%	512,061	5.49%	1,574,420	7.84%				
2020	62,549	9.1%	523,200	2.18%	1,646,045	4.55%	45,448,627		324,927,000	
<b>Total % Change 2000-2020</b>		2,595%		28.54%		34.54%		34%		15%

Sources: Sacramento Area Council of Governments and North Natomas Community Plan

The 2000 US Census reported the population of the Library for North Natomas Service Area as 2,321 persons, a four-fold increase from the 541 persons living in the area in 1990. More recent (2002) estimates prepared by the Sacramento Area Council of Governments (SACOG) estimate the current population of North Natomas to be 10,000 persons—an indicator of how rapidly this community is growing.

Projected and ongoing rapid growth of the North Natomas service area population presents a challenge to the community to implement the vision of the *North Natomas Community Plan*, and successfully accomplish planned growth. A 2,595% increase in population growth is anticipated for the North Natomas Community between the years 2000-2020. Current estimates put the November 2003 population at 21,000.

By comparison, the population of the County of Sacramento is expected to increase 34.5% between 2000 and 2020. Nearly all of the projected population growth of the City of Sacramento is projected to occur in the North Natomas Area.

## Age Composition

### **Population by Age: 2000**

<b>Age Group</b>	<b>Library for North Natomas Service Area</b>	<b>City of Sacramento</b>	<b>Sacramento County</b>	<b>California</b>	<b>U.S.</b>
<b>0 - 4</b>	138	29,066	88,922	2,486,981	19,175,798
	5.9%	7.1%	7.3%	7.3%	6.8%
<b>5 - 9</b>	111	32,864	99,028	2,725,880	20,549,505
	4.8%	8.1%	8.1%	8.0%	7.3%
<b>10 - 14</b>	122	31,465	95,316	2,570,822	20,528,072
	5.3%	7.7%	7.8%	7.6%	7.3%
<b>15 - 19</b>	119	29,863	87,895	2,450,888	20,219,890
	5.1%	7.3%	7.2%	7.2%	7.2%
<b>20 - 24</b>	113	30,195	82,218	2,381,288	18,964,001
	4.9%	7.4%	6.7%	7.0%	6.7%
<b>25 - 34</b>	408	63,321	179,839	5,229,062	39,891,724
	17.6%	15.6%	14.7%	15.4%	14.2%
<b>35 - 44</b>	376	61,483	199,003	5,485,341	45,148,527
	16.2%	15.1%	16.3%	16.2%	16%
<b>45 - 54</b>	361	52,118	160,742	4,331,635	37,677,952
	15.6%	12.8%	13.1%	12.8%	13.4%
<b>55 - 59</b>	142	16,783	52,353	1,467,252	13,469,237
	6.1%	4.1%	4.3%	4.3%	4.8%
<b>60 - 64</b>	103	13,417	42,308	1,146,841	10,805,447
	4.4%	3.3%	3.5%	3.4%	3.8%
<b>65 - 74</b>	173	23,052	71,092	1,887,823	18,390,986
	7.5%	5.7%	5.8%	5.6%	6.5%
<b>75 - 84</b>	130	17,312	49,266	1,282,178	12,361,180
	5.6%	4.3%	4.0%	3.8%	4.4%
<b>85+</b>	25	6079	15,517	425,657	4,239,587
	1.1%	1.5%	1.3%	1.3%	1.5%
<b>Median Age</b>	39.6 years	32.8 years	33.8 years	33.3 years	35.3 years

Source: U.S. Census, 2000

At the time of the 2000 Census, the Library for North Natomas service area had a slightly older population than did the City or the State overall. Planned development has drawn, and continues to draw, families with children, so age distribution may shift as more new families move to the area. Based on planned land uses, a substantial increase in school age children is anticipated in the North Natomas area, with a projected 2020 public school enrollment of 13,110.

## API Scores

### API Summary

API Summary	Natomas District		California	
	No.	%	No.	%
<b>Targets Met*</b>	5	56%	5,617	78%
<b>API Grew, Targets Not Met**</b>	4	44%	976	14%
<b>API Remained Same or Declined, Targets Not Met</b>	0	0%	581	8%

\* Includes schools with 2003 Growth APIs of 800 or more.

\*\* Includes schools that met school wide 2002-2003 API growth targets but did not meet one or more subgroup targets

Source: California Dept. of Education

Note: Only schools with a valid 2002 API (Base) and a valid 2003 API (Growth) are included in the district and state summaries shown above.

### API Report: 2002-2003

						<u>Met Growth Target</u>			
	STAR			2002-					
	2003	2003	2002	2003	2002-		Comparable	Both	
School Type for	Percent	API	API	Growth	2003	School-	Improve-	Schoolwide	Awards
<u>2002 API (Base)</u>	<u>Tested</u>	<u>(Growth)</u>	<u>(Base)</u>	<u>Target</u>	<u>Growth</u>	<u>Wide</u>	<u>ment (CI)</u>	<u>and CI</u>	<u>Eligible</u>
<u>NATOMAS UNIFIED</u>	98	703	675	E	28				
Elementary Schools									
<u>American Lakes</u>	99	678	627	9	51	Yes	Yes	Yes	Yes
<u>Bannon Creek Elementary</u>	99	797	781	1	16	Yes	No	No	No
<u>Jefferson Elementary</u>	100	690	670	7	20	Yes	No	No	No
<u>Natomas Park Elementary</u>	99	787	781	1	6	Yes	No	No	No
<u>Two Rivers</u>	99	755	733	3	22	Yes	Yes	Yes	No
Middle Schools									
<u>Greene (Leroy F.)</u>	99	686	676	6	10	Yes	Yes	Yes	Yes
<u>Natomas Middle</u>	99	693	647	8	46	Yes	Yes	Yes	Yes
High Schools									
<u>Natomas Charter</u>	99	764	741	3	23	Yes	No	No	No
<u>Natomas High</u>	96	633	591	10	42	Yes	Yes	Yes	Yes
ASAM Schools									
<u>Discovery High</u>									

N/A means a number is not applicable or not available due to missing data.

Awards Notes - The "Awards Eligible" column requires at least five points school wide growth and at least four points growth for each numerically significant subgroup.

Source: California Department of Education

For accountability purposes California uses the Academic Performance Index (API) to measure student achievement in each school.

The following chart shows the 2002-2003 API report for Natomas Unified School District. Five of nine schools met targets and the remaining four had API's that grew but did not meet targets.

#### Educational Attainment

##### **School and College Graduates: 2000**

	70.08	71.00	City	County	State	U.S.
<b>Percent high school graduate or higher</b>	84.5%	84.5%	77.3%	83.3%	76.8%	80.4%
<b>Percent bachelor's degree or higher</b>	28.3%	30.2%	23.9%	24.8%	26.6%	24.4%

Source: US Census, 2000

##### **Population by Educational Attainment for Persons 25+: 2000**

Education	North Natomas	Sacramento City	Sacramento County	California	U.S.
<b>Less than 9<sup>th</sup> grade</b>	74	26,823	51,674	2,446,324	13,755,477
	4.3%	10.5%	6.7%	11.5%	7.5%
<b>9<sup>th</sup> to 12<sup>th</sup> grade (no diploma)</b>	193	31,031	77,596	2,496,419	21,960,148
	11.2%	12.2%	10.0%	11.7%	12.1%
<b>High school graduate/GED</b>	404	54,716	176,525	4,288,452	52,168,981
	23.4%	21.5%	22.9%	20.1%	28.6%
<b>Some college, no degree</b>	417	60,641	205,947	4,879,336	38,351,595
	24.2%	23.8%	26.7%	22.9%	21%
<b>Associate degree</b>	134	20,668	69,105	1,518,403	11,512,833
	7.8%	8.1%	8.9%	7.1%	6.3%
<b>Bachelor's degree</b>	244	39,609	129,263	3,640,157	28,137,792
	14.2%	15.5%	16.7%	17.1%	15.5%
<b>Graduate or professional degree</b>	258	21,433	62,378	2,029,809	16,144,813
	15.0%	8.4%	8.1%	9.5%	8.9%

Source: US Census, 2000

Almost 85% of service area residents aged 25 or older have completed high school, college or beyond. The residents of North Natomas have completed a higher level of education than have residents of California or the U.S. as a whole. The level of educational attainment in this expanding community is also higher than that of the City of Sacramento or County of Sacramento overall. Further, 15% of area residents hold a post-baccalaureate graduate or professional degree as compared to 8.4% in the City of Sacramento overall, or 9.5% statewide.

#### Adult Literacy Rate

#### **Adult Literacy Estimates**

	<b>City of Sacramento</b>	<b>Sacramento County</b>	<b>California</b>
Literacy at or below Level 1	26%	20%	24%
Literacy at or below Level 2	47%	40%	46%

Source: The State of Literacy in America, <http://www.casas.org/lit/litcode>

The most current official information regarding literacy in California and the U.S. is found in a 1996 study from Portland State University, Portland, Oregon. This study, commissioned by the National Institute for Literacy, produced “Synthetic Estimates of Adult Literacy” based on the 1993 Adult Literacy Survey and 1990 census data. Estimates from the study, shown above, are available for the City of Sacramento.

The National Institute for Literacy uses a 5-level scale to measure literacy, with level 1 representing the lowest level of literacy and level 5 the highest. As per the chart above, an estimated 53% of adults living in Sacramento function at a literacy level of 3 or higher. Based on educational attainment shown for the North Natomas service area, it is reasonable to surmise that the literacy rate of the service area will be at least as high as the City as a whole, and probably higher.

#### Ethnic Breakdown

#### **Population Ethnicity, North Natomas Service Area: 2000**

<b>Ethnicity</b>	<b>Library for North Natomas Service Area</b>	<b>Sacramento City</b>	<b>Sacramento County</b>	<b>California</b>	<b>U.S.</b>
<b>White</b>	1,816	214,140	837,945	20,170,059	211,460,626
	74.4%	52.6%	68.5%	59.5%	75.1%
<b>Black or African American</b>	99	70,218	139,495	2,263,882	34,658,190
	4.1%	11.4%	11.4%	6.7%	12.3%
<b>Am Indian &amp; Alaska Native</b>	49	11,303	30,649	333,346	2,475,956
	2.0%	2.8%	2.5%	1.0%	0.9%
<b>Asian</b>	254	77,008	159,302	4,155,685	1,678,765
	10.4%	18.9%	13.0%	12.3%	0.6%
<b>Native Hawaiian &amp; other Pacific Islander</b>	4	6,833	13,935	116,961	398,835
	0.2%	1.7%	1.1%	0.3%	0.1%

Ethnicity	Library for North Natomas Service Area	Sacramento City	Sacramento County	California	U.S.
Other	219	55,857	119,937	5,682,241	15,359,073
	9.0%	13.7%	9.8%	16.8%	5.5%
Hispanic (of any race)	294	87,974	195,890	10,966,556	35,305,818
	12.7%	21.6%	16.0%	32.4%	12.5%
Note: Categories do not add up to 100% since a respondent could chose a race and also chose Hispanic or Latino. 2000 race and ethnicity categories include all persons who identified themselves as that category alone or in combination with other races.					

Source: 2000 US Census, U. S. Census Bureau

The City of Sacramento was recently honored in Time Magazine as the most integrated city in the United States. Sacramento is fortunate to have great cultural and ethnic diversity as well as economic and housing integration. The City of Sacramento is significantly more diverse and culturally balanced than are Sacramento County or the State of California.

The *North Natomas Community Plan* shows that racial and ethnic diversity is both a goal and an expectation for the community. At this time, with the development at only 16% of build-out, anticipated population diversity has not yet been achieved. Currently, the community is 74.4% White, 12.7% Hispanic of any race, and 10.4% Asian, with other races and ethnicities having small representation. It is expected that as development progresses in the North Natomas area, population characteristics similar to the City overall will be realized.

### Language Spoken at Home

Language Spoken at Home	Total North Natomas Census Tracts		Sacramento City		Sacramento County		California	
	Number	%	Number	%	Number	%	Number	%
Population 5 years and over	2170	100	378,678	100	1,136,050	100	31,416,629	100
English only	1583	72.9	255,173	67.4	859,305	75.6	19,014,873	60.5
Language other than English	587	27.1	123,505	32.6	276,745	24.4	12,401,756	39.5
Speaks English less than very well	218	10.0	62,816	16.6	133,702	11.8	6,277,779	20
Spanish	258	11.9	54,611	14.4	113,649	10	8,105,505	25.8
Speaks English less than very well	108	5.0	24,967	6.6	49,698	4.4	4,303,949	13.7
Other Indo-European languages	239	11.0	18,785	5	64,428	5.7	1,335,332	4.3
Speaks English less than very well	95	4.4	8,216	2.2	30,276	2.7	453,589	1.4
Asian and Pacific Island languages	77	3.5	48,427	12.8	92,627	8.2	2,709,179	8.6
Speaks English less than very well	5	0.2	29,078	7.7	51,902	4.6	1,438,588	4.6

Language Spoken at Home	Total North Natomas Census Tracts		Sacramento City		Sacramento County		California	
	Number	%	Number	%	Number	%	Number	%
very well								

Source: US Census, 2000, Profile of Selected Social Characteristics

While nearly three-quarters of residents speak English at home, a significant minority use another language as their language of choice in the home. Information regarding the specific languages spoken in service area homes further illuminates racial and ethnic data.

#### Household Characteristics

##### **Average Number of People per Household (PPH): 2000**

	Average Household Size	2000
North Natomas		
	Census Tract 70.08	2.13
	Census Tract 71.00	2.76
Sacramento City		2.57
Sacramento County		2.64
California		2.87
U.S.		2.59

Source: US Census, 2000

When the two service area census tracts are averaged, the size of households in the service area community is not unlike household occupancy in the rest of the City, the County, or the U.S. Census tract 70.08 has somewhat fewer people per household, but at this early stage of community build-out, it is difficult to know if this is significant.

##### **Households (HHS): 2000**

	North Natomas	Sacramento City	Sacramento County	California	U.S.
<b>Total # of HHS</b>	966	154,581	453,602	11,502,870	105,480,101
	100%	100%	100%	100%	100%
<b>Total # of people in HHS</b>	2321	398,016	1,198,004	33,051,894	273,643,273
	100%	97.8%	97.9%	97.6%	97.2%
<b>Total # of family HHS</b>	639	91,137	297,596	7,920,049	71,787,347
	66.1%	59.0%	65.6%	68.9%	68.1%
<b>Total # of family HHS w/children under 18</b>	256	46,652	152,998	4,117,036	34,588,368
	40.1%	30.2%	33.7%	35.8%	32.8%

Source: US Census, 2000



Just over 66% of households in the service area are made up of people living in families, and 40% of those families have children under eighteen years of age living at home. This is a somewhat higher percentage of families and school-age children than is seen in the City of Sacramento as a whole, and is similar to the demographics of the State of California and the U.S.

#### Occupied Housing Units by Type of Occupant: 2000

	North Natomas	Sacramento City	Sacramento County	California	U.S.
<b>Total occupied housing units</b>	966	154,581	453,602	11,502,870	105,480,101
	100%	100%	100%	100%	100%
<b>Owner-occupied housing units</b>	842	77,514	263,819	6,546,334	69,815,753
	87.2%	50.1%	58.2%	56.9%	66.2%
<b>Renter-occupied housing units</b>	124	77,067	189,783	4,956,536	35,664,348
	12.8%	49.9%	41.8%	43.1%	33.8%

Source: US Census, 2000

Planning for North Natomas residential development calls for 15,950 single-family homes and 16,050 multi-family homes, some of which will be rental units. At this time, development of single-family residences is well ahead of construction of multi-family units. In light of this fact, as well as the newness of the community, median home values and household income in the area, it is not surprising that the vast majority of residents live in owner-occupied housing, with a rental rate well below the average seen in the City, County or State.

#### Income Levels

##### Median Income: 1999

	North Natomas	Sacramento City	Sacramento County	California	U.S.
<b>1999 Median Income</b>					
Median household income (dollars)	\$58,052	\$37,049	\$43,816	\$47,493	\$41,994

Source: US Census, 2000

##### Per Capita Income: 1999

		<b>1999 Per Capita Income</b>
<b>North Natomas</b>		
	Census Tract 70.08	\$31,427
	Census Tract 71.00	\$27,589
<b>Sacramento City</b>		\$18,721
<b>Sacramento County</b>		\$21,142
<b>California</b>		\$22,711
<b>U.S.</b>		\$21,587

Source: US Census, 2000

### Household Income Distributions: 1999

Income in 1999	North Natomas		Sacramento City		Sacramento County		California	
	No.	%	No.	%	No.	%	No.	%
<b>Households</b>	933	100	154,893	100	453,841	100	11,512,020	100
<b>Less than \$10,000</b>	31	3.3	18,437	11.9	37,684	8.3	967,089	8.4
<b>\$10,000 to \$14,999</b>	17	1.8	11,745	7.6	26,880	5.9	648,780	5.6
<b>\$15,000 to \$24,999</b>	62	6.6	21,372	13.8	54,323	12	1,318,246	11.5
<b>\$25,000 to \$34,999</b>	112	12.0	21,285	13.7	58,693	12.9	1,315,085	11.4
<b>\$35,000 to \$49,999</b>	172	18.4	26,118	16.9	77,438	17.1	1,745,961	15.2
<b>\$50,000 to \$74,999</b>	206	22.1	28,775	18.6	93,034	20.5	2,202,873	19.1
<b>\$75,000 to \$99,999</b>	167	17.9	12,605	8.1	49,765	11	1,326,569	11.5
<b>\$100,000 to \$149,999</b>	109	11.7	10,170	6.6	39,064	8.6	1,192,618	10.4
<b>\$150,000 to \$199,999</b>	33	3.5	2,374	1.5	9,421	2.1	385,248	3.3
<b>\$200,000 or more</b>	24	2.6	2,012	1.3	7,539	1.7	409,551	3.6

Source: US Census, 2000, Profile of Selected Economic Characteristics

Median income for service area families is somewhat higher than is seen in the City of Sacramento or the State of California. This is true of residents in both census tract 70.08 at \$51,103 annual income and census tract 71.00 at \$65,000 annual income.

### Poverty Rate

#### Poverty Level: 1999

Census Tract	Families		Individuals	
<b>70.08</b>	10	2.6%	47	4.0%
<b>71.00</b>	17	5.8%	133	12.0%
<b>Sacramento City</b>	14,082	15.3%	79,737	20.0%
<b>Sacramento County</b>	30,774	10.3%	169,784	14.1%
<b>California</b>	845,991	10.6%	4,706,130	14.2%
<b>U.S.</b>	6,620,945	9.2%	33,899,812	12.4%

Source: US Census, 2000

### Detailed Poverty Statistics: 1999

<b>POVERTY STATUS IN 1999 (below poverty level)</b>	<b>North Natomas Census Tracts</b>	<b>Sacramento City</b>	<b>Sacramento County</b>	<b>California</b>	<b>U.S.</b>
<b>Families</b>	27	14,082	30,774	845,991	6,620,945
<b>Percent below poverty level</b>	4.2%	15.3%	10.3%	10.6%	9.2%
<b>With related children under 18 years</b>	17	11,953	26,079	699,159	5,155,866
<b>Percent below poverty level</b>	6.9%	22.5%	15.4%	15.3%	13.6%
<b>With related children under 5 years</b>	13	6,000	13,449	366,529	2,562,263
<b>Percent below poverty level</b>	13.0%	27.0%	19.3%	19.0%	17.0%
<b>Families with female householder, no husband present</b>	4	6,619	14,580	350,138	3,315,916
<b>Percent below poverty level</b>	12.5%	28.4%	23.4%	25.0%	26.5%
<b>With related children under 18 years</b>	4	5,999	13,311	310,533	2,940,459
<b>Percent below poverty level</b>	20.0%	35.0%	29.9%	32.5%	34.3%
<b>With related children under 5 years</b>	0	2,945	6,527	147,900	1,401,493
<b>Percent below poverty level</b>	(X)	46.7%	42.9%	44.0%	46.4%
<b>Individuals</b>	180	79,737	169,784	4,706,130	33,899,812
<b>Percent below poverty level</b>	8.0%	20.0%	14.1%	14.2%	12.4%
<b>18 years and over</b>	119	47,395	102,056	2,949,030	22,152,954
<b>Percent below poverty level</b>	6.7%	16.3%	11.7%	12.3%	10.9%
<b>65 years and over</b>	0	4,037	8,628	280,411	3,287,774
<b>Percent below poverty level</b>	(X)	9.0%	6.6%	8.1%	9.9%
<b>Related children under 18 years</b>	61	31,732	65,901	1,705,797	11,386,031
<b>Percent below poverty level</b>	11.0%	29.5%	20.2%	19.0%	16.1%

<b>POVERTY STATUS IN 1999 (below poverty level)</b>	<b>North Natomas Census Tracts</b>	<b>Sacramento City</b>	<b>Sacramento County</b>	<b>California</b>	<b>U.S.</b>
<b>Related children 5 to 17 years</b>	52	23,377	47,967	1,216,541	7,974,006
<b>Percent below poverty level</b>	12.9%	29.3%	19.9%	18.5%	15.4%
<b>Unrelated individuals 15 years and over</b>	55	21,063	48,043	1,321,169	10,721,935
<b>Percent below poverty level</b>	14.0%	23.3%	20.8%	23.1%	22.7%

(X) Not Applicable

Source: US Census, 2000

Fewer families and individuals in the North Natomas community are living below the poverty level than in the City of Sacramento, California as a whole, or the U.S. In census tract 70.08, 2.6% of families, and 4% of individuals are below the poverty line, and in census tract 71.00, 5.8% of families and 12% of individuals are below the poverty line.

Based on developer's homebuyer profiles for the North Natomas development, including occupational information and home prices, it is likely that as the community grows, it will continue to be home to residents whose income is above poverty level guidelines. As North Natomas housing that is designated for the application of an affordable housing standard (15% of total housing units) is occupied there will be some increase in the number of residents with low incomes.

## Employment and Occupations

### **Population by Occupation**

<b>Occupation</b>	<b>North Natomas</b>	<b>Sacramento City</b>	<b>Sacramento County</b>	<b>California</b>	<b>U.S.</b>
<b>Management, professional, &amp; related occupations</b>	411	61,498	198,004	5,295,069	43,646,731
	39.2%	36.2%	36.3%	36%	33.6%
<b>Service occupations</b>	150	27,432	79,285	2,173,874	19,276,947
	14.3%	16.2%	14.5%	14.8%	14.9%
<b>Sales &amp; office occupations</b>	281	48,567	163,268	3,939,383	34,621,390
	26.8%	28.6%	29.9%	26.8%	26.7%
<b>Farming, fishing &amp; forestry occupations</b>	0	634	2,205	196,695	951,810
	0.0%	0.4%	0.4%	1.3%	0.7%
<b>Construction, extraction &amp; maintenance occupations</b>	92	12,980	47,691	1,239,160	12,256,138
	8.8%	7.6%	8.7%	8.4%	9.4%
<b>Production, transportation, &amp; material moving occupations</b>	115	18,678	55,794	1,874,747	18,968,496
	11.0%	11.0%	10.2%	12.7%	14.6%

Source: US Census, 2000

Data from the 2000 Census show that more than 39% of the service area workforce is employed in management, professional and related occupations. This percentage is slightly higher than is seen in the City or State overall. Sales and office occupations, at 26.8% is the next largest type of employment. Service occupations and construction and maintenance occupations make up 23.1% of the workforce.

## Unemployment

### **Unemployment Rate**

<b>Date</b>	<b>Sacramento City</b>	<b>California</b>	<b>U.S.</b>
October 2002	6.7%	6.2%	5.7%

Sources: California Employment Development Department (not seasonally adjusted)

Current unemployment figures at the census tract level are not available, so the most recent figure available for the service area is a US Census 2000 figure of 3.75% unemployment. The chart above shows current figures for the City of Sacramento, California and the U.S.

## Housing Property Values

### **Median Property Value: 2000**

<b>Year</b>	<b>North Natomas</b>	<b>Sacramento City</b>	<b>California</b>	<b>U.S.</b>
2000	\$181,800	\$128,800	\$211,500	\$ 119,600

Sources: U.S. Census Bureau  
California Association of Realtors

The *North Natomas Community Plan* provides for a mix of single-family and multi-family homes. Of the 32,000 total home units planned for the development, 15,950 will be single-family homes and 16,050 will be multi-family homes. To date, single-family homes are being built and purchased at four-times the rate of multi-family homes. Over time, development of home types will even out.

An affordable housing standard has been applied to the development, with 15% of units to be affordable to “very low and low income residents.”

Property values in the service area community are somewhat higher than in the City as a whole, but below median values in the State of California overall.

### **Median Home Sales Price – November 2003**

<b>LOCATION</b>		<b>Median Price</b>	<b>% +/- from 11/02</b>
<b>North Natomas</b>			
	<b>Zip Code 958343</b>	\$261,500	+32.4%
	<b>Zip Code 95835</b>	\$359,000	+15.0%
<b>City of Sacramento</b>		\$249,000	+18.5%
<b>Sacramento County</b>		\$247,000	+17.6%
<b>California</b>		\$386,760	+17.8%

Source: DQNews.com

Current data from November 2003 for single family detached homes indicates a continuing strong market in housing prices in the North Natomas area with median prices exceeding those for both the City and County of Sacramento. However, since the median housing price continues to be significantly below the statewide median, the North Natomas community continues to be an attractive location for new and upgrading homebuyers.

#### **IV. ANALYSIS AND DISCUSSION OF COMMUNITY CHARACTERISTICS**

The North Natomas community is at a crossroads in its development. From its historic days as an agricultural domain, it is emerging as the residential growth engine for the City of Sacramento. From a population of 2,300 in 1990, it has already surged to 21,000 residents and growth is expected to continue to 62,000 residents by the end of the next decade. A community undergoing this type of rapid transformation frequently searches for a sense of community presence and civic pride. The Library for North Natomas is the answer to that search. The City of Sacramento has made a major commitment to develop the infrastructure of North Natomas in a manner that meets the development needs. It is significant that the City has committed its scarce resources to build a new library in advance of full population buildout, rather than responding years later to the unmet library service needs of an underserved community.

The North Natomas community has been planned on the principles of the New Urban Movement which focuses on the development of self-contained communities that serve the day-to day residential, commercial, recreational, educational and civic needs of residents while fostering a sense of community. A key tenet for planning for the community has been the concept of joint use. The Library for North Natomas maximizes the concept of joint use, bringing together the resources of four community partners, the City of Sacramento, the Natomas Unified School District, the Los Rios Community College District and the Sacramento Public Library, to maximize their investments and the outcomes for community residents through the auspices of the joint use, co-located library.

The closest access to library services for the residents in the North Natomas community is at the South Natomas Library. While some residents use other libraries within the City and County, strong community support was seen for a library for the North Natomas community itself.

The overall characteristics of the community, and the resulting community issues relating to library services, are in a continuing state of change due to the rapid development.

- Overall the community is better educated and with a higher median income than the surrounding City and County.
- While its diversity is not yet as great as the City or County, it is expected that with the continuing growth it will become just as diverse.
- Families with children comprise the majority of new residents, with children under 5 and over 15 forming the greatest numbers.
- Seniors will comprise an ever greater percentage of the population as a result of a significant number of senior housing options in the community.
- The community is wired in all senses of the phrase, with all new homes having fiber optic cable, and a very high percentage of residents having computers with Internet access in the home, along with similar access at work.
- Schools are developing rapidly in the community. The community currently has three schools within the library service area, with an additional ten planned.
- Community attendees and respondents to the various needs assessment methodologies strongly supported the concept of a new joint use library, focusing on specific needs ranging from access to popular materials and non-print materials, wanting computers access in the library, and identifying the need for library resources and services for children and teens.
- The new library is seen as the Information Commons for the community and a key resource for community information.
- The new Inderkum High School, part of the joint use library, will serve the students of North Natomas. The school is focused on a new model for public education, linking the resources

of the high school, the community college and the library, and creating curriculum pathways that will challenge the students and meet their future educational and employment needs.

- The American River College Natomas Center will provide access to higher education for residents and employees in the community, while at the same time giving students at Inderkum High School the opportunity to enhance their secondary education experience.

Residents of North Natomas are the new pioneers of California. They have chosen to live in a newly formed planned community, focusing on shared uses and forward thinking concepts. A commitment to education is seen in the placement of the Education Complex in the heart of the Town Center. At the center of the Education Complex is the Library for North Natomas, which is the quintessential reflection and embodiment of community aspirations and goals.



## **V. LIBRARY SERVICE NEEDS**

### **A. Executive Summary**

By choosing to live in a master-planned urban development, the residents of North Natomas are exploring a new way of creating community. North Natomas was designed as a model, mixed-use development with a “Town Center” to include a *Education Complex* as the easternmost anchor of the town center. It is appropriate that the Public Library, proposed as a core component of this complex, will represent the cooperative, shared use principles upon which the community was designed.

It is noteworthy that community planners included a sophisticated level of technology in the infrastructure of the North Natomas development, with fiber optic lines providing all homes with high-speed Internet access. An emphasis on electronic library resources is recommended for this “wired” community, in order to provide high school curriculum support, remote access to non-traditional community college students, and to meet the on-going information and homework needs of individuals and families with school-age children. Community residents expect the Library to provide at least the same level of access and speed available elsewhere in North Natomas.

Effectively serving the public and students and faculty of Inderkum High School and American River College Natomas Center will require an extensive collection. Print resources will be popular in heavy demand by many user groups. It is expected that seniors in the community will visit the Library to use periodicals, fiction and non-fiction books. Seniors are well represented in community demographics; so large-type books and books on tape/CD are likely to be popular. Members of the community who commute to work will also create a demand for recorded books. Adults will visit the Library, both by themselves and with their families, to checkout fiction and nonfiction reading material as well as audiovisual resources. Students in grades K-8 are expected to use the Library heavily after school each weekday, and will rely on print and electronic resources to complete their homework assignments. High school and community college students will require a strong collection of nonfiction and electronic materials to support their academic work. In this well-educated community it is likely that parents and caregivers will visit the Library often with young children. They will require a strong collection of early childhood print and audiovisual materials to checkout and/or to use in the Library.

The community will need to have library space available for meetings and programs. Library sponsored programs will be in demand for young children, school-age children and also for seniors who may have more time to attend programs of interest. High school students will congregate in the Library for extra-curricular club meetings. Students of all ages will use group study spaces for collaborative learning, as well as quiet study space for focused academic work. All community residents involved in service clubs and interest groups will seek conveniently located meeting and program space.

While there are clear advantages to a shared library facility in a community like North Natomas, it will be important to accommodate service population differences. Extra care should be taken in the design of the Library so that discreet spaces exist to meet differing needs. The children’s area will need to be somewhat separate, both physically and acoustically. A generous teen or young adult area is essential, and should be easily identifiable. K-8 students will need sufficient space for after school use. Students of all ages will need both quiet and collaborative space that supports their academic work. Community adults will want to be able to visit the Library without feeling like they are “Going to School”.

Staffing of the Library will demand a range of qualified individuals able to meet the specific needs of each library service group—staff that can teach, that can accommodate the demand for reference service to students and adults, and staff that can provide dynamic children’s and teen services.

The Library for North Natomas will need to be closely tied to the electronic infrastructure of the community, providing library access and service on-line, and should take a leadership role in the development of the community Intranet as a means of providing highly valued community information. Many residents and leaders view a role as the community information clearinghouse as key to the library’s success. Further, the library should strive to provide information technology that is equivalent or better than what the residents of this technologically savvy community have at work or at home. Many users will want to use their own devices (laptops, PDA’s, web-enabled cell-phones, etc.) to take advantage of wireless “hotspots” in the library.

Library hours should be designed to accommodate a variety of users with a differing use patterns. Seniors are likely to visit in the mornings and students may work into the evenings on school assignments. High school classes will use the Library as a teaching space, and high school students will drop-in at lunchtime, between classes, and after school. Younger school-age children will use the Library after school, and may stay until their parents can pick them up after work. Young families may visit throughout the day. Community College students will use the Library when they are on-campus, and on weekends and evenings.

Success in serving a diverse library clientele will require an understanding of shared service components that overlap one another, as well as service components targeted to meet specific user needs.

Priorities for library service:

- Comfortable space – as a quiet retreat from daily life.
- Fast service – so they don’t have to wait.
- Strong General Reference Services.
- High level of interest in community information.
- Staff who move to where users want assistance instead of hiding behind their desks.
- Support for formal education for children, teens and adults.
- Easy access to the entire library system’s collection.
- “Virtual” collections and service that offer the same functionality as an in-person visit.
- Excellent Service to young children.
- Practical general information – a strong, and varied general collection.
- Interested in self-service, especially self-checkout.
- Collections to support recreational reading.
- Desire for generous non-print and audiovisual collections including CD’s and DVD’s.
- Generous amounts and a high-level of technology – similar or better than what they have at home or work – including wireless “hotspots” to use with their own equipment.
- Rooms for meetings.
- Dedicated space for Children and teens.
- Space/rooms for quiet study and for collaborative study.

Please see ***The Library for North Natomas Plan of Service*** for more thorough coverage of service roles, goals, and objectives for the Library.

## **B. Overview of Current Library Service**

There is no library to serve the residents of the rapidly growing community of North Natomas. The proposed Library for North Natomas is part of the Sacramento Public Library facilities master plan—*The Library's Future: Master Plan 2000* and has been identified by the City of Sacramento as its highest priority for new library construction.

Currently, residents of North Natomas must draw on one of the other branches for library service. The closest branch, South Natomas Library, is three miles from North Natomas, and according to residents, it is the branch most often used by North Natomas residents.

## **C. Overall Service Needs**

North Natomas is a planned urban community with defined, cooperative, community-wide goals—one of which is a *Town Center Education Complex* that includes a library to serve the entire community.

The Library will serve a wide range of needs, and successful provision of services will be demanding. The building must be thoughtfully designed with sufficient space and collections to meet the service needs of the general community of all ages, the specific curriculum support needs of high school students who will embrace this as their school library, and the academic course support needs of community college students. Students at the high school and community college level, and other members of the North Natomas community will appreciate having access to resources and assistance to help guide them through the intricacies of career exploration and scholarship identification.

The Library will need an extensive collection to serve the print and non-print needs of all its intended user groups. A strong non-fiction and electronic resource collection will be needed to serve the research needs of advanced high school students, community college students, and adults in the community. This educated community will have greater demand for recreational reading materials, non-print materials, and strong children's collections.

Many of the Library's collections and services will overlap, so they must be widely available to all of the Library's users, but at the same time, care must be taken to create a building that has discreet spaces to meet differing needs—e.g. an acoustically separate children's area, quiet study space for students at all levels, a teen area appropriate for this age group, and spaces that will appeal to community adults of all ages.

The Library for North Natomas will have early morning hours and evening hours to serve the needs of students and the community as a whole. Hours will be adjusted depending on whether or not high school and community college classes are in session.

### **The Library for North Natomas Hours When High School and/or College Classes are in Session**

Monday-Thursday	2 days @ 7:30 a.m.- 8:00 p.m.
Monday-Thursday	2 days @ 7:30 a.m.- 6:00 p.m.
Friday	7:30 a.m. – 5:00 p.m.
Saturday	10:00 a.m. – 5:00 p.m.
Sunday	Closed

**The Library for North Natomas Hours When High School and/or College Classes are Not in Session**

Monday-Thursday	2 days @ 10:00 a.m.- 8:00 p.m.
Monday-Thursday	2 days @ 10:00 a.m.- 6:00 p.m.
Friday	10:00 a.m. – 5:00 p.m.
Saturday	10:00 a.m. – 5:00 p.m.
Sunday	Closed

As a planned urban development, the North Natomas Community will have access to sophisticated technology both at home and in their schools. The nature of the community and the proposed joint-use library suggest the need for strong support of learning opportunities for the community as a whole, and formal learning support for high school students and community college students. User will likely have high expectations for the Library's provision of advanced technology that is integrated with other library services.

**D. Services to Young Children, Young Students and their Families**

Currently 40% of North Natomas families have children under the age of eighteen. As noted earlier in this study, the community is growing rapidly, and based on housing types and homebuyer profiles, the number of families with children at home is expected to grow.

Statistically, this is a community with a higher than average level of education. It is logical then to believe that education is a value in the community, and so parents will know the importance of early childhood exposure to reading and other language experiences. Once children enter their school years, families will require support for their children's schoolwork.

The collections should provide a generous assortment of picture books and easy readers for young children who will visit the Library with their parents and/or caregivers. Programs should include regularly scheduled story times, and some of these should be in the evenings and/or on weekends so that children in households where both parents work outside the home will be able to attend.

School-age children will need access to a strong collection of nonfiction to support their schoolwork, as well as fiction for academic and recreational reading. After school will be a busy time, with students walking and biking to the Library where they will visit with friends and work on school assignments. Group study and quiet study rooms should be available to meet student needs. Many school-age children are likely to be in the Library until parents pick them up after work. This level of use will demand space for young students, and library staff to assist them.

Computer access, appropriately integrated throughout each area of the library, will be an expected service for children and their families, who will access library information both in the Library and from their homes. It is likely that children and their families will rely heavily on library subscription databases that support school curricula.

In the Picture Books area of the Library, computers should have two seats so that parents or older siblings can work with younger children, guiding them in productive and appropriate use of the Library computers.

## **E. Services to High School Students**

The proposed Library will operate not only as a public library, but also as the Library for the new Inderkum High School. The high school will open for fall of 2004 classes, and will have space to meet the educational needs of up to 2,000 students in grades 9-12.

The ideal high school library is a campus destination where students meet for both academic and social reasons. High school students and faculty must feel welcome and should have a sense of ownership of the Library.

High school students will depend on successful delivery of collections and services in a positive, supportive atmosphere where they are both encouraged to enjoy themselves and also to respect the purpose of the Library.

Because this is a joint-use library, it will be especially important to establish a teen area that is distinguishable by its age-appropriate décor, high interest collections and technology access. To the extent design permits, this area should be separate and appealing to teens with comfortable and varied seating. This area should provide them with an important sense of ownership and encourage them to gather here. Acoustically separating this space from other areas of the library will be important.

Students at the high school and community college level, and other members of the North Natomas community will appreciate having access to resources and assistance to help guide them through the intricacies of career exploration and scholarship identification.

Teens will need access to many collections that are housed in the Library's general collections. Audiovisual collections are valuable to meet student needs and should include films and literature audio books that are studied as part of the school curriculum.

High school classes will visit the Library throughout the school day, seeking information literacy instruction, so the Library must be able to accommodate this teaching with appropriate print and electronic collections, generous computer access, and professional library media teachers. Some advanced high school courses will be delivered electronically, so the Library will need to insure the computer lab has the equipment needed to support distance learning.

In addition to curriculum-based use, high school libraries also serve extra-curricular purposes. Student groups will meet in the Library to conduct club meetings, event planning, etc. After school the Library is likely to be very busy, with high school and younger students requiring homework and research assistance.

Today's school curricula emphasize the importance of cooperative problem solving and a collaborative approach to learning. Students will need to have some small study rooms where they can get together to work collaboratively on assignments. These rooms can also serve tutoring needs.

Students, and others who are easily distracted, will need to have designated quiet reading and study areas where they can accomplish their work without distraction.

## **F. Services to Adults**

The appeal of planned urban communities is in the promise of high quality-of-life amenities. The North Natomas Community was planned, designed and constructed to promote a strong sense of

community, through walking and biking routes, small neighborhood-scale commercial establishments, and educational and civic facilities that are active, shared resources. Residents of North Natomas will expect the Library to foster and reinforce this sense of community.

The majority of the community adults lead busy lives, with career, family and civic involvement all making demands on their time. It is likely that they have selected the North Natomas Community partly because it can simplify the day-to-day issues of commuting, shopping, getting children to and from school, etc., by consolidating services within the community. The Library should support this interest with appropriate hours, sophisticated electronic access, and on-site collections to meet user needs. While this is not a wealthy community, it is a well-educated community of professionals, who will respond to a library that markets up-to-date, quality collections in an appealing facility. It is likely that community adults will visit the Library frequently while doing other business and errands. Employees of the nearby town center commercial and office areas are likely to drop by the Library during lunch breaks or before/after work.

Adult users may visit the Library on their own or with family members. It is likely that community adults will want to use the Library for a variety of civic, education and professional organization meetings, and so may need to have teleconferencing and distance-learning/meeting capabilities.

Of the 32,000 residential units (single and multi-family) projected for the community at build-out, approximately 1,200 homes will be in an area of the community that is restricted to people who are fifty-five years of age and older. Typically older adults are likely to visit the Library earlier in the day, and may have a strong interest in periodical collections, general recreational and life-long learning collections of nonfiction and fiction, and large-type materials. Library and/or joint-sponsored programs are frequently of interest to older residents who have time to enjoy these events. Seniors also said that they would like computer training. Many may also be members of community organizations that will meet in the Library.

Arrangement of adult collections and seating should encourage browsing, with bookstore style marketing and sufficient covers displayed face out to attract readers and browsers. The joint-use nature of this library assumes that students, high school and community college, will be accessing adult collections, but the ambience of the adult area should be noticeably different from the teen seating area. This is especially true of the periodicals reading area, where adults should be able to relax and read in a living-room style space that is peaceful and conducive to reading enjoyment.

#### **G. Service to Community College Students**

The Library for North Natomas will serve the library needs of the students and faculty of the American River College Natomas Center, which is projected to have 2,700 students. Some of these students will be advanced students from Inderkum High School, and some will be residents of the North Natomas Community who are updating skills, fulfilling personal interests and/or seeking degrees or certifications. Students will also come from other areas of the City in order to take advantage of course offerings specific to this community college branch.

Typically community college students are not traditional students. They may be somewhat older, may have families, and are likely to be working while pursuing their education. These students will need to have library hours that meet their needs, which may mean longer evening and weekend hours.

Increasingly, courses may be offered electronically, so students will need to have access to distance-learning space in the Library.

Course specific electronic collections, with ease of access both on site and remotely, will be highly important for community college students. Print collections that support course work will likely be either at an introductory level, which will overlap with general adult and high school collections, or highly technical and specific to a particular field of study. Audiovisual and hands-on learning kit materials will also be important.

Students at the high school and community college level, and other members of the North Natomas community will appreciate having access to resources and assistance to help guide them through the intricacies of career exploration and scholarship identification.

Community College students are likely to be most interested in practical, efficient library services—having the materials they require immediately available on site or electronically, efficient access to course reserves, generous provision of computers and other support equipment, and access to space that is conducive to focused individual study as well as separate rooms for group work with fellow students.

## **VI. SPACE NEEDS ASSESSMENT**

### **A. Introduction and Spaces Summary**

According to the 2000 Census, the service area for the proposed Library for North Natomas includes 2,321 residents. Since that time, this rapidly growing community has reached a population of 21,000 in late 2003. By the year 2020, the community is expected to grow to 62,549 residents.

A facility of 23,000 gross square feet is recommended, based on the community needs assessment data and the application of library standards and norms for appropriate collection sizes, computer equipment allocations, and reader seating provisions, to meet the current and future library service needs of the community. A joint-use, co-located facility is proposed that will serve as the public library and serve the students and faculty of Inderkum High School and the American River College Natomas Center.

The spaces summarized below will enable the Library to provide adequate and appropriate collections, seating and computing tailored to the community. The space will accommodate a separate teen area, a separate children's area, student spaces for both collaborative and quiet study, a computer lab and information literacy classroom, and a community multi-purpose meeting and program room equipped to provide full videoconferencing capability and a wireless mobile laptop lab.

A raised floor is highly recommended to accommodate future flexibility so that spaces, technology and services can be reconfigured over the coming years as community library needs continue to evolve.



## Spaces Summary

Space	Description	Square Feet
1.1	Public Entrance/Lobby/Gallery/Community Information	1,814
1.2	Materials Return Slots	72
1.3	Friends of the Library Sales Area	162
1.4	Multi-purpose Meeting/Program Room	1,021
1.4.1	Multi-purpose Meeting/Program Room Storage	127
1.5	A-V Control Room	78
1.6	Public Restrooms	in GSF
2.1	Express Checkout	252
2.2	Circulation Service Desk	343
3.1	New Books Browsing	396
3.2	Information/Reference/Youth Service Desk	314
3.3	Central OPAC Area	252
3.4	Reference Collection	940
3.5	Open Access Computers	768
3.6	General Collections, Circulating Books	3,727
3.7	Periodicals, Magazines & Newspapers	657
3.8	Adult & Curriculum Audiovisual Media	294
3.9	Teen Area	783
4.1	Quiet Reading/Study Area	352
4.2	Study/Tutoring Room A	60
4.3	Study/Tutoring Room B	60
4.4	Study/Tutoring Room C	60
4.5	Computer Lab & Classroom	1,098
4.6	Copy Center	140
4.7	Career & Scholarship Center	146
5.1	Children's Picture books & Easy Readers	638
5.2	Open Access Computers for Children	347
5.3	Children's Non-fiction Books	1,215
5.4	Children's Audiovisual Media Collection	225
5.5	Children's Fiction	447
6.1	Branch Manager's Office	130
6.2	Library Media Teacher & Young Adult Librarian Shared office	172
6.3	Circulation Supervisor's Office	97
6.4	Youth Services (Children's) Librarian & Technology Tech. Shared Office	174
6.5	Staff Workspace	458
6.6	Returns & Sorting	191
6.7	Supplies & Equipment Storage	66
6.8	Staff/Mail/Deliveries Entrance	65
6.9	Staff Lounge	266
6.10	Staff Restroom, single occupancy, unisex	in GSF
7.1	Telecommunications/Server Room	in GSF
7.2	Custodial Closet & Supplies	in GSF
7.3	Mechanical/electrical Rooms	in GSF
Total Assignable Square Feet		18,409
Total GSF @ 80% net-to-gross		23,011

### Square Footage Conversion Factors

Item	Conversion Factor
<b>Shelving:</b>	
Shelving, single-sided section, 3' wide	10.30 SF/section
Shelving, reference materials & children's picture books, single-sided section, 3' wide	11.25 SF/section
<b>Volumes per Linear Foot:</b>	
Books, adult, new (display)	2 volumes/Linear Foot
Books, adult, fiction	8 volumes/Linear Foot
Books, adult, nonfiction	10 volumes/Linear Foot
Books, adult reference	6 volumes/Linear Foot
Books, international languages	10 volumes/Linear Foot
Books, large print	8 volumes/Linear Foot
Books, paperback, on spinners inset into standard shelving	16 volumes/Linear Foot
Books, graphic novels	16 volumes/Linear Foot
Books, children's reference	8 volumes/Linear Foot
Books, children's new and display	8 volumes/Linear Foot
Books, children's fiction and nonfiction	13 volumes/Linear Foot
Books, children's picture & easy readers	20 volumes/Linear Foot
Books, children's international languages	15 volumes/Linear Foot
Videos	10 volumes/Linear Foot
DVDs, CDs, cassettes in A-V browse bins	30 volumes/Linear Foot
Adult audiobooks	10 volumes/Linear Foot
New format A-V	20 volumes/Linear Foot
Children's audiobooks, A-V kits (hanging)	12 volumes/Linear Foot
Magazines, current display	1 title/Linear Foot
Magazines, backfiles, in pamphlet boxes	2.5 boxes/Linear Foot
Newspapers, current display	1 title/Linear Foot
<b>Reader Seating:</b>	
@ 4-place table, rectangular	25 SF/seat
@ 4-place table, children's round	16 SF/seat
@ 2-place table	22 SF/seat
@ study carrel	30 SF & 32 SF/unit
@ lounge chair	35 SF/seat
@ lounge chair, 2-place	40 SF/seat
Meeting Room Seating	13 SF/seat
<b>Equipment:</b>	
Public access computer, flat screen, sit-down, 1 seat	30 SF/workstation
Public access computer, flat screen, sit-down, 2	40 SF/workstation

Item	Conversion Factor
seats	
Restricted access public computer, flat screen, sit-down, 1 seat	28 SF/workstation
Public access computer, flat screen, stand-up	16 SF/workstation
Printer, networked	12 SF/scanner
Scanner, networked	12 SF/scanner
Photocopier	40 SF/copier
Self check-out station	45 SF/station
Microform reader/printer	35 SF/machine
Staff office system workstations, 5'x6' + circ 25%	38 SF/workstation

## **B. Collections**

### Overall Collection

Books and audiovisual collections numbering a total of 138,119 items are recommended to serve the users of the Library for North Natomas. These volumes will provide 2.21 volumes per capita to the 2020 service area population. Recognized library planning guides such as *the Wisconsin Library Building Project Handbook* or *Joseph Wheeler's Practical Administration of Public Libraries* suggest 3 volumes per capita. The California Department of Education recommends 20 books per student at all levels, equating to 36,000 volumes for Inderkum High School, which is projected to have a student body of 1,800 and a maximum capacity of up to 2,000.

The Library for North Natomas will be a branch of the Sacramento Public Library, and so will have access to automatic shared borrowing within the system. Consequently, 2.21 volumes per capita is recommended as an appropriate volume count for this community.

Nonfiction collections for adults and teens will be shelved together on 84" shelf sections. Teen fiction collections will be shelved in the teen area of the Library on 66" high shelving. Children's collections will be housed in 66" high shelves, except for picture book collections, which will be shelved in 42" high shelves appropriate for young children.

Planning assumptions regarding collection shelving are shown in *Appendix F*, which includes the number of volumes of each collection type, assumptions regarding circulation, the number of volumes per linear foot and aisle width.

#### 1. Books

The book collection is recommended at 116,950 volumes, with 70% of the collection being allocated to adults and teens, and 30% to children's materials. The emphasis on teen and adult materials is representative of the joint-use educational nature of the Library facility, but children's needs are still well represented, with over 34,000 juvenile volumes.

Students are expected to use the collections heavily to support their academic work and recreational reading.

Adults will use both fiction and nonfiction for recreational and how-to reading, and to support intellectual curiosity and life-long learning in this well-educated community.

Books in the new facility should be thoughtfully "marketed" to the community with attractive and interesting displays providing a positive bookstore-style browsing experience.

#### 2. Audiovisual Media

Students, faculty and general community library users will rely on audiovisual resources for both academic and recreational needs.

Fifteen percent (21,169 items) of overall library collections in the new Library is allocated to audiovisual resources to include DVDs, CDs, CD-ROMs, computer software, course support kits, books on tape/CD, and children's AV kits. Videos will not be purchased for the general collections,

since users and libraries increasingly prefer the DVD format. Educational films are slower to adapt to DVD format, so video collections will be limited to a small curriculum support collection.

### 3. Magazines and Newspapers

A total of 130 periodical titles are recommended. It is recommended that print titles be supplemented with electronic, full-text periodical and journal titles in packages such as *Project Muse*. It will also be important to purchase electronic versions of periodical titles that are used heavily by high school and community college students. Students usually prefer electronic access to periodicals and this format has the added benefit of remote accessibility. In this “wired” community electronic access will be appreciated.

Current issues of print periodicals will be displayed attractively in the periodicals area of the Library. Comfortable furnishings in this area should create a relaxed atmosphere conducive to pleasure reading as well as study.

Two year’s worth of back issues will be maintained unless electronic access suffices to meet all users needs. Periodical titles in the Library are intended to meet recreational and study needs, but are not expected to serve as in-depth research resources. Online research databases offered by the Library are expected to meet this need.

## C. Reader Seats

Users of the co-located facility will need a variety of library seating for reading, study, and personal research. A total of 148 general reader library seats are recommended for the Branch, with 98 seats in general/adult areas, 8 in the teen area, 42 seats in the children’s section of the Branch Library. This will provide 2.4 seats per 1,000 of resident population in the year 2020. There are an additional 11 seats in a quiet reading and study area. The number of seats is slightly below the guideline of 3 seats per thousand found in standard planning guides such as the *Wisconsin Public Library Standards*.

There are no standards for the number of seats in school library media centers, however published guidelines in *Designing a School Library Media Center for the Future*, point to seating for 12% of the student body. This would require 216 seats for the Inderkum High School Library, which is projected to have a student body of 1,800. It is not possible for a joint-use library to provide that level of open seats. However, based on the expectation that many users will be at computer workstation seats in general areas, or in the computer lab, 2.40 seats per 1,000 population is appropriate.

Hard-wired and/or wireless service should allow for power and data access at virtually every public seat in the Library.

*Appendix E* is a listing of specific seating recommendations for each type of seating and reader seat distribution.

Seating types to meet community needs include the following:

### 1. General Seating

A combination of four-place tables and lounge chairs and is used in stack areas of the Branch Library.

In the periodicals area, where readers will browse magazines and newspapers and settle-in for a variety of reading and study needs, both tables and chairs and lounge seats are available. Tablet arms that swing in/out of place, are recommended for the lounge seats so that they will be multi-functional for both casual users and students. Lounge seating is emphasized in this area to set the tone of the space.

## 2. Teen Seating

Eight lounge seats are planned for the teen area of the Branch. These seats should appeal in style and color to teens as they expected to be the main users of seating in this area. Table and chair seating is available for student work and is planned at round tables to promote collaboration. Lounge seating, with tablet arms that swing in/out of place, is also planned here and should be selected in styles that feel welcoming and comfortable to members of this age group who may want to sprawl/slouch in them.

## 3. Study Seating

It is expected that the Library for North Natomas will be used heavily as a study space, both during the school day and after school. Included in the seating plan are eleven study carrels in a quiet study space that is set apart from other areas.

All reader seating should be wired (hard-wired or wireless) to accommodate user-provided laptop computers and other handheld computing devices.

In addition to the quiet study space, three small group study rooms are planned with space for 2-3 users in each. These spaces will be valued by students, and literacy tutors working with adult learners and needing a private collaborative space.

Seats at study tables require 25 square feet per seat in accordance with *Building Blocks for Planning Functional Library Space*, Scarecrow, 2001.

## 4. Children's Seating

Children's seating is planned for very young children and elementary and early middle school-age children. Standard four-place table and chair seating for study and general reading is planned for the children's circulating collections.

In the picture book section of the children's area, toddler seating will be needed, and soft, shared seating for two people to read together is included.

In the Children's Fiction section lounge seating should be provided to promote browsing and reading in comfortable chairs that will appeal to this age group.

Children's seating at tables will require 25 square feet per seat, and toddler seats will need 16 square feet per seat. Window seating can be planned at 12 square feet per seat.

## **D. Technology**

The chart below lists technology to support library services. Technology is integral to today's library services in all communities. The North Natomas Community was planned with a sophisticated technology infrastructure, so that every home has access to high-speed Internet service via fiber-optic lines. This is a community that has high expectations for electronic access and support, and the Library will need to meet those expectations to effectively serve this community. The Library will need to provide public computer stations and support for user-owned equipment throughout the facility.

For the Library for North Natomas, a total of 60 open access public computers are recommended—46 non-OPAC (On-line Public Access Catalog) workstations and 14 OPAC workstations. One additional computer will be available for students to quickly search for course reserves.

In a scheduled-access computer lab/classroom, and a scheduled-access mobile wireless laptop lab, an additional 56 computer workstations are recommended.

Based on the 2020 projected resident population figure of 62,549, this amounts to one open access computer for every 1,042 people, or one computer for every 539 people if workstations in the computer lab and mobile wireless laptop lab are included in the calculation. Although there are no recognized planning standards for the number of computers that should be available in public libraries or school libraries, planning practice suggests approximately one computer for every 800-1,600 people served.

Because it is difficult to predict how computers will continue to evolve, the proposed Branch Library will need to provide hard-wired or wireless service at all reader seats for maximum future flexibility in the area of public access technology.

Computer workstations recommended for the Branch Library include stations with one seat and stations with two seats. The two seat stations are located in the Picture Books area and are intended to promote shared use and learning as a parent and child jointly explore age-appropriate educational software. Single chair computer workstations will require 30 square feet per station, and stations with two user chairs will require 40 square feet per station. In the computer classroom, computers will require only 28 square feet due to the controlled nature of the space and computer use. All computers for the Library for North Natomas are assumed to be flat-screen, requiring slightly less space than a full-sized unit. A range of 30-36 square feet per computer workstation is recommended in *Building Blocks For Planning Functional Library Space*, Scarecrow, 2001.

Space		Equipment Type	Units	SF/ Seat	SF Needed
<b>Open Access Public Computers</b>					
3.1	New Books	stand-up OPAC computer wkstn	1	16	16
3.3	Central OPAC Area	sitdown OPAC computer wkstn w/1 seat	8	30	240
3.5	General Open Access Computers	sitdown computer wkstn w/ 1 seat	23	30	690
3.5	General Open Access Computers	sitdown computer wkstn, ADA compliant	1	30	30
3.6	General Collection Circulating Books	stand-up OPAC computer wkstn	2	16	32
3.8	General Audiovisual Media	stand-up OPAC computer wkstn	1	16	16
3.9	Teen Area	sitdown computer wkstn w/ 1 seat	8	30	240
3.9	Teen Area	stand-up OPAC computer wkstn	1	16	16
5.1	Open Access Computers for Children	sitdown computer wkstn, w/2 seats	4	40	160
5.2	Open Access Computers for Children	sitdown computer wkstn w/1 seat	10	30	300
5.3	Children's Non-fiction Books	stand-up OPAC computer wkstn	1	16	16
<b>Controlled Access Public Computers</b>					
1.4	Multi-Purpose Meeting/Program Room	Mobile wireless notebook computers lab with storage/charging cart - to be stored in 1.5 A/V control room	20	0	0
4.5	Computer Lab/Classroom (scheduled access)	sitdown computer wkstn w/ 1 seat, equipped w/ CD-ROM player & audio earphone jack	36	28	1008
4.5	Computer Lab/Classroom (scheduled access)	instructor's station w/ computer & projection system console	1	40	40
	<b>Total public OPAC computers</b>		<b>14</b>		
	<b>Total public open access/non-OPAC computers</b>		<b>46</b>		<b>2788</b>
	<b>Total computer labs scheduled student workstations</b>		<b>36</b>		
	<b>Total Mobile computer labs laptop workstations</b>		<b>20</b>		
<b>Printers &amp; scanners</b>					
3.3	Central OPAC Area	networked printers, BW & Color	1	12	12
3.5	General Open Access Computers	networked printers, BW & Color	2	12	24
3.5	General Open Access Computers	networked scanners	1	12	12
3.9	Open Access Computers for Teens	networked printers, BW & Color	1	12	12
3.9	Open Access Computers for Teens	networked scanners	1	12	12
4.5	Computer Lab/Classroom	networked printers, BW & Color	2	12	24



Space		Equipment Type	Units	SF/ Seat	SF Needed
	(scheduled access)				
4.5	Computer Lab/Classroom (scheduled access)	networked scanners	1	12	12
5.1	Open Access Computers for Children	networked printers, BW & Color	1	12	12
5.2	Open Access Computers for Children	networked printers, BW & Color	2	12	24
					144
<b>Other Public Equipment:</b>					
2.1	Express Checkout	express checkout station	4	45	180
3.4	General Reference Collection	microform reader/printer	1	35	35
4.6	Copy Center	B&W copy machine (networked) w/ card & coin op.	1	45	45
4.6	Copy Center	Color copy machine (networked) w/ card & coin op.	1	45	45
					305
	<b>1 open access computer per every 1,158 people</b>				

## E. Staff Offices and Workstations

The chart below shows anticipated staffing for the new branch. Staffing plans are based on discussions held by the *Educational Specifications Library Committee*, and by Sacramento Public Library administration. Sacramento Public Library system training staff will work with Library for North Natomas staff and library users.

### Staff Projections

FTE	Position	# of people	Workstation
1.0	Librarian III, Branch Supervisor	1	Private office
1.0	Library Media Teacher	1 FT school year equivalent	Shared office (shared w/ YA Librarian.)
1.0	Librarian I/II Youth Services (Children's) Librarian	1	Shared office (shared w/ Technology Tech.)
1.0	Librarian I/II, Young Adult Librarian	1	Shared office (shared w/Lib. Media Teacher)
1.0	Library Technician, Circulation Supervisor	1	Private office
.5	Library Information Technology Technician I/II	1	Shared office (shared w/Youth Services Lib)
n.a.	Technology Trainer	n.a.	System-wide shared position, not based in N. Natomas
3.5	Library Assistants	5	Shared modular workstations
TBD	Volunteers & Student Assistants	TBD	Shared modular workstation
2.0	Library Pages/Shelvers	4-8	Na

The Branch Manager, and the Circulation Coordinator will need to have private offices in order to fulfill personnel and public relations responsibilities.

The Library Media Teacher and the Young Adult Librarian will share an office, as will the Youth Services Librarian and the Library Information Technology Technician.

Three shared, modular, office landscape workstations will meet the needs of other staff members, who will do most of their work in public areas. Two additional shared workstations will be needed for volunteers and/or student assistants working on special tasks. The modular workstations will need to be 5'x6' + 25% circulation space, or 38 square feet per station.

Library Circulation Staff will perform check-in at one of two returns stations requiring 30 square feet each.

Library shelvers will work in the public areas of the Branch.

## **F. Programming, Meeting & Special Use Space**

Because the Library for North Natomas is a joint-use, co-located facility, and in light of the community's emphasis on technology infrastructure, two special technology-based spaces are recommended for the proposed library.

The first is a computer lab and classroom, to accommodate thirty-six workstations plus an instructor's station. This should be in a separate room, with the computers being available on a scheduled-access basis during the school day, with open access at high-use times such as after school hours. The computer lab will be scheduled by library teaching staff and high school faculty. Library staff will use the classroom for hands-on teaching of information literacy specific to school assignments. Library staff will work with high school faculty to plan lessons and class content. When the lab is not in use by a class, it can be opened for student access during peak demand hours at library staff discretion, such as afternoons and evenings. Having this lab will allow for the teaching of information literacy skills as recommended by school district guidelines, and will also ease demand on public access computers in other areas of the Library, so that high school classes do not monopolize computer workstations. Seniors are also interested in computer training classes tailored to meet their needs.

The second special technology-based area that is recommended is the multi-purpose/program room. This reservable space should provide full video-conferencing equipment and a mobile computer lab with 20 wireless laptops. This mobile laptop lab may be used for a variety of formal and informal training and educational purposes including distance learning and can augment computers available in the lab if needed.

The computer lab/classroom workstations are calculated at 28 square feet per station. These workstations can be smaller than general public workstations because use is more defined and controlled, so that users will not need to have as much space for books, papers, etc. Instructor stations are calculated at 40 square feet.

North Natomas needs to have shared library space for community meetings and library-sponsored programs. To meet this need, a 75-seat multi-purpose meeting and program room is recommended for the Branch facility. This room will accommodate regular children's story times, programs for students in grades K-8, and other programs such as combination teen and adult book discussions, poetry readings, travel and gardening programs and others. Larger gatherings can be accommodated in assembly space at the branch community college and/or the high school, as well as in the planned community center.

*Building Blocks For Planning Functional Library Space*, Scarecrow, 2001, suggests 10-15 square feet per seat in a community room. It is recommended that 13 square feet per seat be used so that the room is flexible and comfortable.

Modern curricula place an increased emphasis on collaborative learning. Consequently, students need space in which to work together. It is recommended that three small group study rooms, each of which will accommodate up to three students (or others) working together, be included in the new facility.

## **G. Non-assignable Space**

Based on this study, a new library branch facility of 23,011 gross square feet is recommended. Of that figure, 18,409 square feet are assigned to specific needs and functions—collections, seating, computing, programming, staff workspace.

In addition to assigned square footage, it is necessary to plan for unassigned space to accommodate wall thickness, circulation space, restrooms, mechanical systems, etc. For this facility, 20% of the gross square footage, or 4,602 square feet, is recommended for unassigned space. The ratio of assigned to unassigned square footage, at 80%, requires a highly efficient design. Calculations are based on guidelines set forth in *Building Blocks For Planning Functional Library Space*, Scarecrow, 2001.

## Appendix A: Survey Summaries

### Appendix A: Survey Summaries

#### North Natomas Student Surveys - Twelfth Grade Survey Results

# of surveys: 177

Regularity of Library Use: 171 respondents

Daily	One time/week	One time / month	Never	Other
19 – 11%	33 - 19%	86 - 50%	22 - 12%	11 – 6%

Number of Hours Spent in Library: 160 respondents

Less than 1 hour	1 – 2 Hours	2 – 4 Hours	More than 4 Hours
52 - 33%	88 - 55%	19 - 12%	1 - 0%

#### Library Usage Reasons:

- To study alone 60 -- 33%
- To study in groups 64 -- 36%
- Use reference materials 92 -- 52%
- Conduct Research 113 -- 66%
- Locate a particular book 89 -- 55%
- Computer use:
  - Email 52 -- 29%
  - Word processing 34 -- 19%
  - Research 22 -- 12%
  - Other: Pleasure Reading: 1 -- 0%

#### Type of chair used most often:

- Chair at table 104 -- 59%
- Study carrel 10 -- 5%
- Computer seating 5 -- 2%
- Other: 1 -- 0%

Suggestions for new library

#### Technology

More computers	40
Faster computers/internet	16
CD burners	2
Scanners	5
More space around/between computers	4
Flat Screen monitors	1
Video editing machines	1
Speakers (sound)	1
Better online catalog	1
More check-out machines	1
More access to color printer	1
Fax machine	1
Copiers	2
Faster copies	1
Color copiers	1
Keep current software/hardware	9
Excel	1

## Appendix A: Survey Summaries

Powerpoint		1
Computers online all the time	1	
Remove internet blocks	1	
Less computer restriction		1
Internet and word processor on same computers	1	
Computers that are networked for game playing	1	

### Services

Bigger facility	9	
Tutoring		1
Auto checkout	1	
Cheaper copies	1	
Late fees paid online	1	
Online catalog	1	
18-25 yr old female librarians	1	
More helpful staff/ assistance	11	
Nicer staff		12
Distinct customer service area (desk)	1	
Area for books-on-tape		1
Separate floor for computers	1	
More security	1	

### Collections

More (new) books (better variety)	18	
Better reference materials	1	
More reference materials	3	
More classics	1	
More mystery/detective novels	1	
More children's books	1	
More romance novels	3	
Hobby books and magazines	1	
More magazines		1
More nonfiction		1
Lord of the Rings		1
More novels		1
More magazines		3

## Appendix A: Survey Summaries

### Others

Larger facility	12	
Coffee Shop		1
Gift shop		1
Extend borrowing time	1	
More hours		18
Morning hours	16	
Private area for student/group study	2	
More comfortable chairs/seating area	4	
More study areas/more table & chairs	2	
Current staff is nice	1	

### Computer at home?

Yes: 157 -- 89%  
No: 10 -- 5%  
No response: 10 -- 5%

### Internet access at home?

Yes: 141 -- 80%  
No: 26 -- 15%

## Appendix A: Survey Summaries

### North Natomas Student Surveys - Eleventh Grade Survey Results

# of surveys: 11

#### Regularity of Library Use:

Daily	One time/week	One time / month	Never	Other
1 – 1%	2 – 18%	7 – 63%	2 – 2%	

#### Number of Hours Spent in Library:

Less than 1 hour	1 – 2 Hours	2 – 4 Hours	More than 4 Hours
4 -- 36%	5 – 45%	2 – 18%	

#### Library Usage Reasons:

- To study alone 2 --18%
- To study in groups 1 -- 9 %
- Use reference materials 4 -- 36%
- Conduct Research 8 -- 72%
- Locate a particular book 6 -- 54%
- Computer use:
  - Email 4 -- 36%
  - Word processing 4 -- 36%
  - Research 2 -- 18%
  - Other:

#### Type of chair used most often:

- Chair at table 8 -- 72%
- Study carrel 0
- Computer seating 3 -- 27%
- Other:

#### Suggestions for new library

- Technology:
  - More computers 4
  - Faster Computers
  - MPS Players 2
  - CD Burners
  - Space at the Computers 2
- Services:
  - More librarians 2
  - More reference material 1
  - Better help 1
  - Staff who wants to serve children 1
- Collections:
  - More Books 1
  - Variety 2
  - Mystery & science fiction 1



## Appendix A: Survey Summaries

- Other:

Place to get food, soda machine

### Computer at home?

Yes: 11 -- 100%

No: 0

### Internet access at home?

Yes: 10 -- 90%

No: 1 -- 9%

## Appendix A: Survey Summaries

### North Natomas Student Surveys - Tenth Grade Survey Results

# of surveys: 1

#### Regularity of Library Use:

Daily	One time/week	One time / month	Never	Other
				1 -- 100%

#### Number of Hours Spent in Library:

Less than 1 hour	1 – 2 Hours	2 – 4 Hours	More than 4 Hours
1 -- 100%			

#### Library Usage Reasons:

- To study alone
- To study in groups
- Use reference materials
- Conduct Research
- Locate a particular book
- Computer use:
  - Email
  - Word processing
  - Research
  - Other:

#### Type of chair used most often:

- Chair at table
  - Study carrel
  - Computer seating
  - Other:
- 1 -- 100%

#### Suggestions for new library

- Technology:
- Services:
- Collections:
- Other:

#### Computer at home?

Yes, 100%

#### Internet access at home?

Yes, 100%

## Appendix A: Survey Summaries

### North Natomas Student Surveys - Ninth Grade Survey Results

# of surveys: 1

#### Regularity of Library Use:

Daily	One time/week	One time / month	Never	Other
1 – 100%				

#### Number of Hours Spent in Library:

Less than 1 hour	1 – 2 Hours	2 – 4 Hours	More than 4 Hours
		1 – 100%	

#### Library Usage Reasons:

- To study alone 1 -- 100%
- To study in groups 1 -- 100%
- Use reference materials 1 -- 100%
- Conduct Research 1 -- 100%
- Locate a particular book 1 -- 100%
- Computer use:
  - Email 1 -- 100%
  - Word processing
  - Research
  - Other:

#### Type of chair used most often:

- Chair at table 1 -- 100%
- Study carrel
- Computer seating
- Other:

#### Suggestions for new library

- Technology:
- Services:
- Collections:
- Other:

#### Computer at home?

No, 100%

#### Internet access at home?

No, 100%

## **Appendix A: Survey Summaries**

### **Online Survey - Results**

## **Appendix A: Survey Summaries**

### **Library for North Natomas – December 2003 - Online Survey Results**

## **Appendix A: Survey Summaries**

Library for North Natomas – December 2003 - Online Survey Results

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Library for North Natomas – December 2003 - Online Survey Results

## Appendix B: Community Meetings

### APPENDIX B- COMMUNITY MEETINGS

#### Open Community Meeting

September 17, 2002, 6:30 p.m.

Location: Club at Natomas

Introductions and brief overview of project, including joint use elements. Mike Buschow, Project Architect and Jeff Blanton, Project Manager were introduced.

1. *Are you current library users?*

3 said yes

2. *What library(ies) do you currently use?*

All three use South Natomas Library  
One also uses Central Library

3. *Why don't you currently use the library?*

2 said they were new to the area, and hadn't located their closest library services yet.

4. *How often do you use the library?*

1 uses twice weekly  
2 use the library monthly

5. *Why do you visit the library?*

Computers  
Homework support  
Magazines and newspapers  
Tutoring  
Videos  
Books on tape and CD  
Children's programs  
Typewriters

6. *Are there any services you would like to see in the new library?*

Meeting rooms for both small and large groups  
Free meeting space for non-profit groups  
Programs for adults  
Online services, specifically reference online  
Electronic self-service  
Story time  
Friend's book sale  
Coffee and snacks

7. *Would you spend time in the library or just pick up your materials and go?*

## Appendix B: Community Meetings

I would read there  
If the library were comfortable, I would stay

8. What types of seating would you like in the library?

Chairs with arms  
Lounge seating  
Chairs near tables  
Variety of seating options

9. What collections do you use?

Non-fiction  
Science  
New Books  
Reference  
Local History  
Children's books  
Young Adult materials

10. *How will get to the new library?*

½ will walk  
½ will drive

11. *Are there any hours you would like to use the library?*

Sundays  
Evenings until 9 PM

12. *Since this is a shared-use facility, do you have any comments/concerns about the combined library?*

Kids are noisy, and need separate spaces  
Design the library for sound control  
Take the school schedule into consideration when performing maintenance on the building—I don't want the building trashed when I come in after work  
Quiet study areas  
Group study areas  
Volunteer opportunities would be good

13. *How would the library look?*

Not like a school  
I don't want it to feel like I'm going back to school  
No particular architectural style was mentioned  
Outdoor seating areas, both covered and uncovered  
"Courtyard" feel  
Water feature in courtyard  
Outside seating behind library, to reduce traffic noise

## Appendix B: Community Meetings

More than one entrance  
Community room that holds at least 25 people  
Bright and well-lit  
Both natural and artificial light  
Display cases for art exhibits  
View of landscaping through windows  
High ceilings  
Colorful rugs in the kid's area  
Floor cushions for kids to sit on  
Room to spread out  
Tackable surfaces on wall for kid's art  
Appropriately sized furniture—small chairs in children's area  
Gallery space with artwork  
Local history collection  
Computers in kid's areas

### 14. *Would you like self-service technologies in this library?*

Yes, but don't let any of the staff go  
Has to be a balance between self-serve and personal service  
Would rather have books on hold behind desk for me to pick up

### 15. *Would you like a separate teen/YA area in this library?*

Yes  
Don't want any chairs on wheels  
The library is where I learned how to be a citizen, because all ages of patrons were integrated into combined spaces.  
I enjoyed the interaction between adults and children when I was a kid.  
Having a separate area is a great idea

### 16. *Any other issues?*

This library needs more computers than the South Natomas branch. They aren't ever free there  
Would like a main computing area, and individual OPACs throughout the collection for quick access to the catalog  
Outlets and jacks throughout the building for laptops  
A logical flow throughout the library—ease of use

## DOTS

Reference online	3	
Electronic self-service		1
Refreshments/vending	1	
Homework Support	2	
Programs for children		3
Computers	2	
Meeting Rooms		2

## **Appendix B: Community Meetings**

Magazines/Newspapers	2	
Equipment (typewriters)	1	
Videos/DVDs		1
Nonfiction Collections		2
Fiction		1
Seating		4

## **Appendix B: Community Meetings**

### **North Natomas Alliance**

#### **Community Meeting Group Results**

Meeting Date/Time: November 14, 2002, 7:30 p.m.

Location: Club at Natomas

Facilitated by Consultant Mary Wray

#### **ATTENDEES:**

- Julie Saturneo
- Jim James
- Sharon Billings
- Arnita Williams
- Pamela Peirson
- Rachel Fabricant
- James Perry
- Karne Frost
- Rose O'Meara
- Steven Reule
- Laura Gosink
- Samuel Cregorie
- Chuck Beaver
- Ken Stevenson
- Holly Brickner
- David Cooper
- Roy Tresauger
- Lynne Tresauger
- Michael Brickner

#### **COMMUNITY RESPONSES**

*Tell me about the Community? Why is it great to live here? What attracts people, etc?*

- New
- Peacefully, ethnically diverse
- Parks to come
- Airy and open
- Planned community
- Fabulous sunsets
- Dynamic community
- Fabulous location
- Convenience
- The Club
- Bike park
- Planned library

*What challenges does North Natomas face?*

- No Stores
- Too many apartments
- No civic services
- Flat and treeless
- Bad planning assumptions
- Too much too fast
- Educational opportunities
- Heavy clay
- 200 acre regional park
- Bad school district reputation
- API scores low in high school

## Appendix B: Community Meetings

- Conflicts in community vision, elected officials and neighborhoods
- No representation

### RESULTS OF LIBRARY FUNCTION QUESTIONNAIRE

The instructions requested that participants indicate their top 5 library functions that they find most important, following a discussion of the items listed. They ranked choices 1 to five, one being the most important. The second directive requested indication of any two “Non-essential functions.”

Average Score: Dividing the sum of the numeric responses by the number of those responding created the average scores below. Consequently, the lower the average, the higher the priority to the group.

Non-essential Function: The “non-essential function” numbers were not included in the average score, but simply tallied for reference.

#### 1. Basic Literacy

Respondents: 11	Non-essential function: 5	Average: 4.0
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#### 2. Business and Career Information

Respondents: 8	Non-essential function: 1	Average: 3.4
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#### 3. Commons

Respondents: 8	Non-essential function: 4	Average: 3.4
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#### 4. Community Referral

Respondents: 4	Non-essential function: 2	Average: 3.5
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#### 5. Consumer Information

Respondents: 10	Non-essential function: 3	Average: 3.8
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#### 6. Cultural Awareness

Respondents: 12	Non-essential function: 6	Average: 3.6
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#### 7. Current Topics and Titles

Respondents: 14	Non-essential function: 0	Average: 2.9
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## Appendix B: Community Meetings

8. Formal Learning Support			
Respondents: 9	Non-essential function: 0	Average: 3.0	
9. General Information			
Respondents: 19	Non-essential function: 0	Average: 1.8	
10. Government Information			
Respondents: 7	Non-essential function: 2	Average: 4.2	
11. Information Literacy			
Respondents: 7	Non-essential function: 0	Average: 4.0	
12. Lifelong Learning			
Respondents: 10	Non-essential function: 0	Average: 2.6	
13. Local History & Genealogy			
Respondents: 5	Non-essential function: 4	Average: 4	
14. OTHER: (none)			

### COMMENTS (Written, regarding desires for a new library)

		Number of <u>Mentions</u>
Lots of periodicals and magazines		1
Comfortable chairs and tables		3
Long hours		1
Large metaphysical collection		1
Coffee bar		6
Book clubs encouraged, with space to meet		1
Internet limits to prevent children's porn access	2	
Teen area		1
Natural light		2
Extensive children's section		1
Use Library of Congress codes to categorize books		1
Lots of internet		1
Travel collection		1
No coffee, use floor for education, walk to coffee		1
BBC video rentals		1
Prioritize high school and college students' needs first	1	
Meeting and gathering space		1
Lots of computers and computer classes	1	



## Appendix B: Community Meetings

North Natomas Public Library

**Natomas Middle School PTA**

Community Meeting Results

Meeting Date: December 3, 2002

### ATTENDEES:

Shannon Crum	PTA	2006 Blackridge Ave, Sacramento, CA 95835	928-9979
Patsy Cooper	PTA	2571 Cantara Ct., Sacramento, CA 95835	419-1283
Linda Clark	PTA	1841 Autumn Park Drive, Sacramento, CA 95834	(510)318-2495
Lucille Plano	PTA	3700 Del Paso Blvd., Sacramento, CA 95835	567-5540
Sandra Simpson-Fontaine	PTA	200 Vista Cove Circle, Sacramento, CA 95835	419-9860

### COMMUNITY RESPONSES

*Tell me about the Community? Why is it great to live here? What attracts people, etc?*

- Growth
- Diversity ethnic and economic
- Familiarity needed
- Recent bond results 72% community values education

*What challenges does Natomas and its library*

- Growing pains
- Future viability of the facility
- Open hours
- Material Availability

*What I like about a library?*

- Books, books books!
- Book club programming
- Comfortable furniture in a reading room
- All equipment for information retrieval
- Support for power school
- User-friendly retrieval system
- "Kid friendly" staff assistance
- Trained/prepared staff
- Retail experience – environment that is social/programming
- Current materials
- Wide selection of newspapers/periodicals with back issues available

*What I don't like about a library?*

- Noise

## Appendix B: Community Meetings

- Not able to access materials
- Materials not available at branch
- Hours are inconvenient
- Inadequate staff

### *What I dream of in a library?*

- Coffee shop
- Social area with more active areas
- Author visits/ speaker/lecture
- Atrium
- Light
- Inviting
- Open
- Program for kids to volunteer
- Summer incentive reading
- Classes for community – parenting
- Online computers
- CD ROM Encyclopedias, atlas, other reference materials
- Also hardcover encyclopedias, for when computers are busy
- High interest books for boys: sports, trucks/cars, science
- Multiple sets of books about individual states and countries
- Expository books/eyewitness series Usborne series, etc
- “Kid friendly” reference person during off-school times

### RESULTS OF LIBRARY FUNCTION QUESTIONNAIRE

The instructions requested that participants indicate their top 5 library functions that they find most important, following a discussion of the items listed. They ranked choices 1 to five, one being the most important. The second directive requested indication of any two “Non-essential functions.”

Average Score: Dividing the sum of the numeric responses by the number of those responding created the average scores below. Consequently, the lower the average, the higher the priority to the group.

Non-essential Function: The “non-essential function” numbers were not included in the average score, but simply tallied for reference.

#### 1. Basic Literacy

Respondents: 3      Non-essential function: 1      Average: 1.5

#### 2. Business and Career Information

Respondents: 4      Non-essential function: 1      Average: 3.6

#### 3. Commons

## Appendix B: Community Meetings

	Respondents: 1	Non-essential function: 1	Average: 0
4.	Community Referral		
	Respondents: 2	Non-essential function: 2	Average: 0
5.	Consumer Information		
	Respondents: 3	Non-essential function: 2	Average: 3.0
6.	Cultural Awareness		
	Respondents: 3	Non-essential function: 1	Average: 2.0
7.	Current Topics and Titles		
	Respondents: 5	Non-essential function: 0	Average: 3.6
8.	Formal Learning Support		
	Respondents: 5	Non-essential function: 0	Average: 1.8
9.	General Information		
	Respondents: 5	Non-essential function: 0	Average: 2.2
10.	Government Information		
	Respondents: 3	Non-essential function: 2	Average: 4
11.	Information Literacy		
	Respondents: 4	Non-essential function: 0	Average: 4.8
12.	Lifelong Learning		
	Respondents: 3	Non-essential function: 1	Average: 4.0
13.	Local History & Genealogy		
	Respondents: 1	Non-essential function: 1	Average: 0
OTHER:			(none)

## Appendix C: Focus Groups

### APPENDIX C: FOCUS GROUPS

Focus Group-- **Seniors**

September 19, 2002

*1. Are you current library users?*

I used the bookmobile when it comes to the center where I live  
Use the South Natomas Library  
Just read the magazines at the senior center  
Transportation issues keep me from using the library more often  
Don't read much  
Use the South Natomas library more than weekly

*2. How do you get to the library?*

Some drive, some walk  
Public transportation

*3. What collections are important to you?*

Everything but fiction  
Audio cassettes  
How-to's  
Large Print collections  
Books in Spanish  
Travel books  
Books on art and the sciences  
Mysteries  
History, Science, and books on computers  
Classic novels  
PC's for internet access are important

*4. What hours would you like the new library to be open?*

Early morning hours would be nice, like 7:00 AM  
Weekdays  
Any time that public transportation is available  
Mornings, starting at 8:00 AM  
Sundays

*5. What types of programs/services would you like to see in the new library?*

Health programs  
Financial Service programs  
Gardening/landscaping programs  
Programming in Spanish  
Picture rentals  
Programs on science, history, crafts, and poetry  
Would like to see more publicity on the services the library already provides  
Senior computer training, with senior tutors

## Appendix C: Focus Groups

Want to make sure you don't duplicate services that the community center is already providing

### 6. *What features/areas would you like in the new library?*

Windows with views of the garden instead of just streets

Small study rooms for the children

Large meeting room, with lots of room for food preparation

Lots of light

Historic pictures of the area in library, perhaps in collaboration with the Natomas Historical Society

Want the library to reflect the community it serves

Comfortable chairs and lots of magazines

Inviting and welcoming entrance

"Something that will make the people in the community stop and look."

Kiosk for community information

Storage space

Lots of parking

CD Players—sort of a listening/watching station

Want a calm, peaceful feel

Display cases

## Appendix C: Focus Groups

Focus Group: **Special Populations**  
September 17, 2002

1. *Do you currently use any branch of the Sacramento Public Library?*

All are non-users.  
Use the Braille and Talking Book library.  
There isn't any signage in Braille, so getting around is difficult in the library.  
Get most of my materials by mail.  
Public libraries aren't very accessible  
Need special equipment to read the PC screen,  
Use the school library for most of my research needs.

2. *If you were using a library, how would you get there?*

I would drive.  
Would use Paratransit  
Want to know before I go that the building is going to be accessible and easy to use

3. *This building will be a combined use facility. Do you have any comments/concerns about the shared use?*

Shouldn't be a problem, as long as there are separate quiet areas for studying  
Would like small group study rooms  
Small group study rooms are used as classrooms and are hard to book

4. *What can be done to make this building more accessible?*

Wide entryways  
Chairs without arms  
Comfortable chairs  
Tables with variable heights  
Adjustable Study carrels  
Round tables  
Sliding entry doors that open out toward sides  
Automatic flushing toilets and automatic sinks  
Horse-neck faucets that make hand washing easier  
Electric doors on restroom entrance—swinging doors are difficult to navigate in a chair  
Quiet spaces that make concentration easier  
Lighting is important—fluorescent lights that flicker are hard on the eyes.  
Task lighting at workstations  
Side entry restrooms  
Access to whiteboards in study rooms  
Paper towel dispensers that are easy to use (Fort Jones Soft Pulls are the best)

5. *Are there any specific hours that you would use the library?*

Saturdays  
Evenings

## Appendix C: Focus Groups

### 6. *Are there any services that you would want the library to offer?*

Beverage and snack machines, since students stay at the library for a long time  
Services catering to the disabled, like phone service where I can call and have books set aside for my visit.  
Better signage and awareness of services  
Email service for the disabled  
Sac State teaches students how to use research materials. This library should too.  
A pay phone that is accessible to those in wheelchairs  
Teleconferencing—telecommunications  
Distance learning  
E-meetings  
Access to interlibrary loans  
Childcare for patrons  
Outside reading areas  
Interior courtyards with natural light  
Adaptive keyboards  
Trackballs and other adaptive equipment that can be used in the library

### 7. *What library collections are important to you?*

Educational materials that support curriculum  
Political and History collections  
Current events  
Electronic information—able to access databases from home  
Genealogy  
Comprehensive collections  
Information on organizations for the disabled

### 8. *Any other ideas or comments?*

Card-activated TDD phones would be nice  
Plenty of disabled parking  
Cell phones are annoying

## Appendix D: Community Interviews

### APPENDIX D – COMMUNITY INTERVIEWS

#### **Patsy Cooper, Parent & President Middle School PTA**

Date: 11/04/02

Time: 8:30 a.m.

Location/venue: By phone

Interviewer: Drew Harrington, Library Consultant

1. *Do you and your family use branches of the Sacramento Public Library System? Which branches? How often? If not, why?*

We live in North Natomas, but because there is not yet a library there, we have used the South Natomas Branch. We use it rarely—maybe three times, because it is very frustrating that when we need something and go there, more often than not the item we need is held in some other branch. We just don't have time to go to another branch to pick it up, or to wait for it to come to the South Natomas Branch.

2. *As a parent what library collections and services are most important to you? How about as an individual user?*

As a parent my student and I need access to materials in a simple, timely way. We need reference books and people to help us with questions. We need on-line information and periodicals too. It's also important that my student is able to visit the Library alone and for me to know that it will be a safe secure place.

As an individual library user, I want to see plenty of up-to-date material, both nonfiction and fiction, as well as videos, DVDs, CDs, etc. The children's area of the Library should be separate, and I think that there should be regular story times for young children.

3. *Are there certain days of the week or times of the day when you and/or your family are most likely to visit a library?*

The hours are very important for student needs. It should be open on weekdays, including Fridays, from about noon-8:00-9:00 p.m., and all day on Saturday and Sunday.

4. *How do you think you and your children will get to the Library for North Natomas?*

We will probably walk most of the time, and maybe ride a bicycle.

5. *This new library will be a combination library—it will serve the neighborhood, the high school, and American River Community College students/faculty. What do you see as the pros and cons of a shared library?*

I see lots of good points—kids can go right from school to the Library, and they won't have to be driving to get there. Older students, say juniors and seniors in high school, will be able to take beginning college classes in the Education Complex and their library needs will also be there.



## Appendix D: Community Interviews

If there are drawbacks, it might be the need for extra care regarding safety and security with so many different groups being served here.

The shared library will make it extra important that all groups have appropriate space—a separate children’s area, some seating areas that are away from where the teens are likely to be, and a variety of study and reading seats. It may also mean that the hours need to be longer so that say seniors can visit earlier in the day when there will be fewer students there.

6. *What else should be kept in mind when planning this shared library so that users from each group will feel welcome and comfortable?*

There should be plenty of seats, some at tables and some on couches, or comfy seats. Students will want to have separate study rooms.

Computers will be important. Almost everyone will have a computer in their home and will have high expectations. That means that it will be extra important that the computers and the software are constantly updated, and have good response times—they need to be fast.

There need to be lots of books for young children as well as students and adults. It would be a good idea to include computer programs and books that support the school curriculum—like access to the “Advanced Reading Program”.

7. *Are there other comments that you would like to make, words of advice?*

The Library needs to be a warm, interesting, welcoming place—the South Natomas Library is fine, but it isn’t very interesting and is cold. There should be plants and greenery inside and a soothing entry—maybe a waterfall or other interesting addition. There should be plenty of windows and natural light, and the library should feel comfortable so that people feel “at home”.

## Appendix D: Community Interviews

Library for North Natomas  
Sacramento Public Library

### **Tom Dekker, President, Natomas Business Association**

Date: September 18, 2002

Time: 10:00 a.m.

Location/venue: School District Offices

Interviewer: Drew Harrington, Library Consultant

*What do you think a community like North Natomas will value most in its library; what services do you think should be emphasized?*

This community has great potential, but is growing so fast that the growth of essential public services is falling behind. There is an extreme need for public services on this side of I-80, where housing is expanding so quickly. So far there is no dedicated service for fire, police, library, etc. “People want to see some action” on this.

We need meeting rooms for the community and for associations and organizations that are growing up in this new community. It will be important to have interesting program offerings for the community in rooms in the Library.

We need to be sure to plan parking and traffic flow well, so that we don’t create bottlenecks. The intersection at Truxel and Del Paso will be very congested, and that will be increasingly true when we have the High School and the Library built. Because this will be a high school and a public library, also a community college library, it will be important that all of the parking not be eaten up by students, leaving no spaces for community library users.

Planning should keep access for people who are walking and/or bicycling as a priority.

The architecture needs to blend with the rest of the community—to make sense here.

We will need separate areas for quiet study and also places where students can work together—the study areas should be well defined.

There should be plenty of computer power in the Library—people who live here will be used to having and working on computers, and the Library needs to be an extension of that.

People buying homes here are mostly either young families, or retirees or people who are semi-retired. The Library will need to make both groups and high school students all feel welcome.

The Library should be a clearinghouse for community information—so people who are new to North Natomas can get information here about services, organizations, schools, etc.—it should be a community information center.

## Appendix D: Community Interviews

Library for North Natomas  
Sacramento Public Library

**Roger Dickinson, County Supervisor, District 1**

Date: 10/07/02

Time: 3:00 p.m.

Location/venue: By phone

Interviewer: Drew Harrington, Library Consultant

1. *Knowing that this will be a combination library, do you have any special interests or concerns that come to mind or have been voiced to you?*

Supervisor Dickinson believes in the importance of joint-use, which the City of Sacramento “preaches”. It needs to be a reality more often than it currently is, and this library project presents an excellent opportunity for genuine collaboration on a joint-use project.

This will be a chance for students and parents to work together naturally in a shared setting.

The opportunity exists to create a genuine “Community Center” here so it will be important that all three entities that will be sharing the Library (public, high school, community college), to think broadly and creatively in order to be successful.

2. *What do you think a community like North Natomas will value most in its library, what services do you think we should emphasize?*
  - a. *Children’s services*
  - b. *Service to seniors*
  - c. *Educational support*
  - d. *Reading/study space*
  - e. *Other*

The Library for North Natomas will probably be typical of other libraries. There will be many young families served here, so children’s services will be important.

This will likely be a very solidly middle class community, and most residents will have computers in their homes and will be computer literate. Consequently, they will want to have computers available in the Library to help with their research, but they will probably use them with little or no instruction.

The planners and designers should be very conscious of the fact that they will be competing in some ways with retail bookstores—Borders and Barnes & Noble. So, the Library must be very attractive, comfortable and welcoming.

Supervisor Dickinson expects this library to be very busy—similar to the South Natomas Branch.

3. *How should planning for this library be unique as a branch in this planned, “new urban” community development—how can it support the philosophy behind this new neighborhood?*

## Appendix D: Community Interviews

The design needs to support the development of the Library as community center—e.g. providing space and amenities for many different functions.

Library hours need to match the schedules and needs of the community—this may mean that the Library will be used heavily after school until parents get off work.

The design should support new urban transportation goals that include good walking routes to the Library, bicycle parking and perhaps parking preference for electric vehicles.

### *4. Are there other comments that you would like to make, words of advice?*

Be sure to tap into community opinions thoroughly—get plenty of input, and customize this branch for the community.

## Appendix D: Community Interviews

Library for North Natomas  
Sacramento Public Library

**Heather Fargo, Mayor of Sacramento**

Date: 1/15/03

Time: 5:00 p.m.

Location/venue: By phone

Interviewer: Drew Harrington, Library Consultant

1. *Knowing that this will be a combination library (public library, high school library, community college library), do you have any special interests or concerns that come to mind or have been voiced to you?*

A few years ago when I worked with another community group on library planning, we explored this co-location concept. At that time there were some concerns raised about seniors not wanting to share the Library with teens. There were questions of governance that were very difficult to address.

This time though, the possibility of a co-located library seemed very natural for this North Natomas Community. Everyone—the public library, the schools and the community college came together with a “can-do” attitude and shared excitement for the project.

I see a number of positive results of the co-location, including:

- Longer hours than students would have at a typical school library
- Possibilities for programs that are jointly sponsored and of high interest, so that the whole community can participate in enhanced lifelong learning opportunities
- Shared financial responsibility and a fiscally sound approach to providing library service
- Cooperation is central to what the North Natomas Community is based on as a planned urban community, and this library will work here

2. *What do you think a community like North Natomas will value most in its library, what services do you think we should emphasize?*
  - a. *Children’s services*
  - b. *Service to seniors*
  - c. *Educational support*
  - d. *Reading/study space*
  - e. *Technology*
  - f. *Other*

This is a community that is comfortable with technology, almost everyone will have a computer at home and they will expect the Library to be technologically savvy.

## Appendix D: Community Interviews

North Natomas is a very young community, so there will be a lot of children here, and families will want to bring their children to the Library for books and story times and a good base in reading readiness and appreciation for learning.

There will be quite a lot of seniors in North Natomas too—senior housing is planned into the community, so the Library should remember to have the services and resources that seniors will need and want. Also, this community was planned as pedestrian friendly, so the Library will probably be a destination for many seniors.

Education is at the heart of this library plan—it should be important for the students at the high school and community college, but also for the entire community.

It would be good to see some service support for the North Natomas business community—collections and electronic resources.

3. *How should planning for this library be unique as a branch in this planned, “new urban” community development—how can it support the philosophy behind this new neighborhood?*
  - a) Be sure to have appropriate hours.
  - b) Remember that this is a pedestrian oriented community, so people will walk to the Library throughout the day
  - c) It should be designed so that people recognize it as a civic space, where people will gather and it will serve as a focal point of the community.
  - d) It should be beautiful—a source of pride.
  - e) This library will be a shared place for the North Natomas Community—it will build in stability and so the design must be worthy of that. It should say that this community is a place people want to stay—to raise their children and to live out their lives.

## **Appendix D: Community Interviews**

Library for North Natomas  
Sacramento Public Library

**Anne Marie Gold, Library Director**

**Mark Parker, Deputy Director for Administrative Services**

Date: 9/19/02

Time: 11:00 a.m.

Location/venue: Central Sacramento Public Library

The top internal priority for the North Natomas co-located library is to insure that it be a genuinely useful partnership for ALL partners. It should not be parallel programs, but genuine collaboration so that the whole is more than a sum of its parts.

The external measure of successfully achieving that priority will be how well the community understands, experiences and values that partnership.

Regarding concerns, expectations about this co-located project:

It may be a challenge to mesh the relatively controlled and protected climate of a school with the public expectations of a community library. It will be important that agreements between the partners assure that public library services feel as accessible here as they do in any other public library branch.

Because of funding constraints and a desire for efficiency and cooperation, many public servants and officials believe that this sort of co-located facility is the “best way” to approach library facilities. In this case—in a planned urban community where community development is more controlled than in communities that spring up more “naturally”, co-location is an appealing approach for the Branch Library. This would not be equally good or appropriate for every community or every branch library.

From the very beginning, North Natomas planned this cooperative library at the literal and figurative “center” or heart of the community. We will want to take full advantage of that physical location and the community connections that it suggests.

Homes in the North Natomas developments are being built with high speed Internet access and sophisticated cabling. We will need to use that technology to market Library Branch services—maybe there should be a community website that is sponsored or supported by the Branch.

This Library for North Natomas presents an excellent opportunity to have the Library serve as the “Information Commons” of the community.

We should consider a digital or plasma screen for signage to promote library and community events.

Throughout the design and planning we need to emphasize public and staff “self-reliance”—this should be more than self-service components here and there, it should be a theme in the design, so that staff and users can really “own” this branch library.

## Appendix D: Community Interviews

Library for North Natomas  
Sacramento Public Library

**Vickie Rondeau, Natomas Unified School District, Library Media Specialist**

Date: 9/18/02

Time: 1:00 p.m.

Location/venue: School District Offices

Interviewer: Drew Harrington, Library Consultant

1. *Knowing that this will be a combination library, do you have any special interests or concerns that come to mind or that have been voiced to you?*

It will be important that everyone understands the “code of conduct”, and that it is the same for everyone—I want our students (high school) to feel respected and welcome, to feel that this is their library.

The most important element to our success in this co-located library will be all library staff knowing and buying-into the shared mission—if we can be sure to make that happen, the rest will work out. We don’t want to compartmentalize or let the differences between public and school library staff drive the project—we want to have a shared vision.

Its exciting to build this combination library—it really does model life-long learning, which is the main goal of libraries and it should be a very positive experience. This will allow us to provide students with stronger services and collections. Hours can be longer so students will be able to get more homework help.

There will be opportunities for collaboration on library programs, and for adult and teen shared experiences such as book clubs and multi-generational tutoring.

Operationally, things will be more complex, and we will need to have our own small board or committee that represents all of the stakeholders, and remains small enough to address questions and problems quickly, without having to call large, official meetings.

It is of some concern that library service in the district be equitable, that this enhanced resource not be only for students in this new service area. Also, I hope that service priorities put educational needs first.

2. *What services do you think will be especially important in this library?*

Teaching will be shared—both public librarians and library media teachers will be working in and out of computer areas, reference, etc., so those areas need to be big enough, have enough equipment, and have good sound control.

The Library will need to have a large nonfiction collection.

There might be teens working as tutors for younger children in lots of subjects, or seniors who need coaching in technology—we need to have the right kinds of spaces for that to happen.

We need to have graphic novels as part of the book collection.



## **Appendix D: Community Interviews**

A YA (teen) section is essential. It should have soft, comfy seats and it should have the kind of ambience where teens can create their own space.

I hope that we can have programs, so that will mean a program space and meeting rooms for smaller groups.

### **3. Other Comments?**

The Library will need to hire staff that shares the vision of this cooperative joint venture, because staffing will be key to success.

The Library will need to develop an excellent policy manual.

## Appendix D: Community Interviews

### Carol Shearly, Natomas Manager for the City of Sacramento

Date: 10/31/02

Time: 10:30 a.m.

Location/venue: By phone

Interviewer: Drew Harrington, Library Consultant

1. *Knowing that this will be a combination library, do you have any special interests or concerns that come to mind or have been voiced to you?*

There have been some questions that may or may not be concerns, about how high school students and community college level students will use the library, with their potentially significant levels of maturity. People are wondering about how spaces will be designed to accommodate both kinds of student needs, and collections will be developed for each group.

Some have questioned the comfort of non-student users in a combination library—will seniors and other adults who are not students feel completely welcome in this joint-use facility? It will be important that the design takes this into account so that everyone in the North Natomas community knows that this is their neighborhood library branch.

2. *What do you think a community like North Natomas will value most in its library, what services do you think we should emphasize?*
  - a. *Children's services*
  - b. *Service to seniors*
  - c. *Educational support*
  - d. *Reading/study space*
  - e. *Other*

This is a community that values education, and this is expected to remain true as it grows. People are quite excited about an Education Complex at the center of the community. The Library is part of this complex, and the residents see this placement at the neighborhood center as tangible proof that this is a planned community that places considerable value on education and personal growth.

Naturally, this means that there will also be tremendous interest in children's programs as part of reading readiness and preparation for success in school.

After school there may be many children in the Library doing their homework. Its noteworthy that one section of the North Natomas Community, on the South side of Elkhorn, will be age restricted for residents aged 55 and older. This area will have approximately 500 single-family homes and two apartment complexes. One of the complexes will have assisted care for seniors. Clearly this will place a demand on the Library to serve the needs of seniors.

## Appendix D: Community Interviews

3. *How should planning for this library be unique as a branch in this planned, “new urban” community development—how can it support the philosophy behind this new neighborhood?*

There are four elements in the philosophical planning for North Natomas as a planned, new urban community.

- i. There must be a town center that is the central hub of the community—the Library will be here, so naturally there are implications that the Branch Library will itself be a focus of the community.
- ii. The community and housing within the community must be self-sufficient, sustainable and have stable, defined neighborhoods. Part of this has to do with commercial and service outlets being available—again, the Library will be part of that self-sufficiency and will help to anchor the stable nature of the community.
- iii. There must be an “employment center” that goes beyond just office spaces, though there will be many office spaces here. The commercial center will also have retail spaces and some housing so that people will be able to just walk “across the street” to work—in the same vein, people will be able to just walk “across the street” to the Library, so it may see different usage patterns than in some branches.
- iv. There must be a public transit system available. This is in the long-range plan for North Natomas—it could be as much as ten years before it is fully realized. The plans will bring light rail service through the town center, which will be very close to the Library Branch, and then will continue on to the airport. There will also be a community shuttle, which is likely to help residents get to the Library.

Another component of this planned community is that advanced technology is being designed and built into the community, and the Branch Library will want to tap into that potential for off-site users, or for building library awareness and support electronically.

4. *Are there other comments that you would like to make, words of advice?*

This really does have to be a genuine collaboration—a true joint-use project with flexible and sustained participation by all stakeholders. The cooperative agreement is being written like a “constitution”—it has a solid, carefully considered framework, but is able to be amended based on experience and change.

## Appendix D: Community Interviews

Library for North Natomas  
Sacramento Public Library

**Marie Smith, President, American River College**

Date: 9/18/02

Time: 4:00 p.m.

Location/venue: American River Community College

Interviewer: Drew Harrington, Library Consultant

1. *Knowing that this will be a combination library, what are your particular interests, hopes and concerns regarding the project?*

American River Community College is strategically developing “Education Centers” rather than comprehensive campuses. These are effective satellites that reach into the community, bringing educational opportunities to many communities in the area. This also means that each center cannot have all of the components of a full campus, so collaboration with schools and communities is essential for core services like libraries.

This particular project offers an unusual, progressive and exciting opportunity for true collaboration. The community college has a ten-year history of successful collaboration with Natomas High School. When the new Inderkum High School is built, and we are able to share the Library in this new Education Complex, it will present the possibility of expanding on that relationship.

Regarding concerns, it is important that this continue to be a true collaboration between the City/County of Sacramento, the Natomas Unified School District, and American River Community College—the collaborative spirit has to be able to survive the process and the bureaucracy.

2. *What services do you think will be especially important in this library?*

Electronic databases and electronic journals will be very important.

Interlibrary loan service will be important for students.

The collections, study space and librarians to help students find and use what they need.

Regarding computer labs and associated services, the community college will be constructing a learning center in the Education Complex, separate from the Library, that will serve student needs.

## Appendix D: Community Interviews

Library for North Natomas  
Sacramento Public Library

**Ray Tretheway, City Councilmember, District #1**

Date: 10/03/02

Time: 8:30 a.m.

Location/venue: By phone

Interviewer: Mary Wray, Primary Consultant

1. *Are you a library user?*

No, but my wife does visit weekly.

2. *If not, why not?*

Schedule does not permit

3. *How frequently do you visit?*

My wife visits weekly for current topics and recreational reading. I may go 2 or 3 times\year.

4. *What materials do you most commonly use?*

Books and Audio visual materials.

5. *Specific to North Natomas, what challenges does the community face?*

- It will be a very transit oriented community; the biggest challenge will be to have residents keep the vision of the very special place that has been planned for this growing area. Can residents comprehend that they are living in a unique community? They have paid a hell of a lot for service to this area, they should benefit from that.
- Dropping air quality
- Developing a sense of community with 13 neighborhood villages

6. *What do you feel will make North Natomas a unique community?*

Same as above. This area is the most planned neighborhood in the Sacramento city limits.

7. *The Library concept is a joint use-co-located facility. What do you think of the concept?*

Fabulous. Presents some challenges initially in terms of continued planning and introduction of the project, but it will be a stand out project.

8. *What are your goals for the library?*

Place for "Sacramento Mentoring" facilities to conduct their program (adults adopt 7 – 19 year olds).

## **Appendix D: Community Interviews**

Would like to see it grow so that the residents use is as much as a high use area, such as South Natomas. This will require a strong Friends organization. It should become a recognized and utilized Learning Center for the entire neighborhood.

### *9. Role questions –*

He felt all roles (exceptions follow) were equally high and should be encouraged to provide full complements of service.

Not as interested in business and career information or consumer information, otherwise, the full range of library responses are needed and available to the growing community and outreach needs to be “stepped up.”

## Appendix D: Community Interviews

Library for North Natomas  
Sacramento Public Library

**David Tooker, Superintendent, Natomas Unified School District**

Date: 9/18/02

Time: 2:00 p.m.

Location/venue: NUSC Central Offices

Interviewer: Drew Harrington, Library Consultant

*You're role has been critical in planning the Library for North Natomas. As the Superintendent of the Natomas Schools, can you tell me about what you believe to be the strengths and weaknesses of this library collaboration?*

Meetings began two years ago, and the group continues to work well as a team. For the schools, the top priority must be curriculum support and to have a well-rounded selection of resources for our students. We believe that this shared facility will provide that support. Further, we think that the Library, as both a recreational and educational resource, will be a more powerful draw when it is already a part of the learning environment for our students.

When organizations have a shared goal, working together is the best way to do business. This library will have a better outcome than if any one group was trying to accomplish this alone.

I am behind the project 100%, but I also understand that we will have challenges, so it's important to plan the shared arrangement well. The intent of the agreements needs to be clear to all involved agencies.

We know that this library will evolve—evolution is fine, but divorce is not. I think that much of the success of the project hinges on personnel. We need to make clear distinctions about who does what—give people the parts they do best.

The vision has to be strong enough so that personnel changes don't alter the library's course. The project must be sustainable through changes in leadership.

## Appendix D: Community Interviews

### Appendix C: Community Interviews

Library for North Natomas  
Sacramento Public Library

#### **Pat Mangun, Program Manager, Birth and Beyond (County of Sacramento)**

Date: 12/20/02

Time: 3:00 p.m.

Location/venue: By phone

Interviewer: Drew Harrington, Library Consultant

#### *1. What is the mission of your agency?*

We are a County-funded organization. Primarily, we are most interested in promoting a healthy relationship between parents and young children. We do that by offering a variety of services ourselves as well as referring clients to other agencies and services in the County. Most, but not all, of our clients are young women with young children—usually they are single mothers lacking job skills. They may have mental health issues like depression or other problems; they may have drug or alcohol problems. Clients qualify for our services based on income level—we serve low-income clients. We have three ways that we offer services:

- a) We operate nine family resource centers in the County. Those centers host a variety of support services such as food support, parenting classes, counseling, recruitment of foster parents, pre-natal health care, job readiness, etc.
- b) We provide home visitations to pregnant women and to mothers or other caretakers with children under the age of 6 years. In home visitations we work with the parent or caregiver regarding health issues, reading readiness, nutrition and parenting.
- c) We also work with multi-disciplinary teams to address issues that require specialized counseling or intervention so that we can provide expert assistance in areas of substance abuse or mental health, etc.

#### *2. What kinds of needs do you see in your clients?*

- Our clients tend to be undereducated
- Our clients may not be fluent in English—currently they represent eight non-English languages the top four being Hmong, Hindi, Spanish and Russian (2 Russian dialects). With the exception of Hmong, most clients are literate in their native languages (Hmong is not a written language)
- We see tremendous housing needs
- Transportation is very difficult—our clients cannot afford cars
- Our clients can be dangerously isolated

#### *3. How might the new library branch in North Natomas serve your clients?*



## **Appendix D: Community Interviews**

One of our family resource centers is located in Natomas. Also, considering the mandate for the North Natomas Development to include 15% of housing that is affordable to low and very low-income residents, our clients may be living in North Natomas itself as it grows.

We stress the importance of reading and language exposure with our clients as part of their parenting classes and counseling. We suggest that they take advantage of story times and library books to help prepare their children for school.

It will be important for the Library to make it as easy as possible for children/parents to get a library card—our clients can be easily dissuaded if a process is daunting, and these children really need the services that the Library offers.

Many of our clients are trying to enter or re-enter the workforce, therefore, they may be taking classes at the community college branch in North Natomas, and so they will use the Library there for books and a study place.

Try to be sure that transportation is available to the Library—our clients don't usually own cars, and it is very hard for them to get places. Consider a program to actually pick up these Moms and their children for visits to the Library.

## Appendix E: Library Reader Seating

### APPENDIX E – LIBRARY READER SEATING

Space		Seating Type	# Tables	# Seats	SF/Chair	SF Needed
Open General Reader Seating:						
For Adults & Teens						
1.1	Public Entrance/lobby/Gallery	lounge chairs	0	14	35	490
3.1	New Books Browsing	lounge chairs	0	8	35	280
3.4	Reference Collection	4-place tables, rectangular	4	16	25	400
3.6	General Collection Circulating Books	4-place tables, rectangular	8	32	25	800
3.6	General Collection Circulating Books	lounge chairs w/ tablet arms	0	10	35	350
3.7	Periodicals & Newspapers	lounge chairs w/ tablet arms	0	10	35	350
3.7	Periodicals & Newspapers	4-place tables, rectangular	2	8	25	200
3.9	Teen Area	lounge chairs w/ tablet arms	0	8	35	280
Open Adult & Teen Seating subtotal:				106		2380
For Children						
5.1	Children's Picture books & Easy readers	4-place tables, round, Child's sized	2	8	16	128
5.1	Children's Picture books & Easy readers	2-place lounge chairs	0	2	40	80
5.3	Children's Nonfiction Books	4-place tables, rectangular	5	20	25	500
5.3	Children's Nonfiction Books	lounge chairs	0	4	35	140
5.4	Children's Audiovisual	lounge chairs	0	2	35	70
5.5	Children's fiction	lounge chairs	0	6	35	210
Open Children's Seating subtotal:				42		918
Open Reader Seating total:				148		3298
2.4 seats per every 1000 people						

## Appendix F: Library Collection and Shelving Needs

### APPENDIX F – LIBRARY COLLECTIONS AND SHELVING NEEDS

All shelves = 3 ft long											
Each section = single-sided, calculated @ 10.3 SF, except Reference and Children's Picture Books, calculated @ 11.25 SF											
		Projected	% on Shelf	Items Shlvd		Shelf Type	Items/LF	LF Needed	Sections Needed	Aisle Width	SF Needed
	Reference Collection:										
3.4	adult and teen	1,800	100%	1,800	B	45"/2sh + base, 12" shelf, slotted w/ dividers, w/ roll-out center shelf	6	300	33.3	42"	375
3.4	children's	500	100%	500	H	45"/2sh + base, 12" shelf, slotted w/ dividers, w/ roll-out center shelf	8	63	6.9	42"	78
	Total Reference Books	2,300						363	40.3		453
	Circulating Books										
	Adult Books										
3.1	New Books Browsing	600	50%	300	F	66"/5sh+ base	2	174	9.7	42"	100
3.6	Genre (M,SF,W)	6,000	65%	3,900	A	66"/5sh+ base	8	488	27.1	42"	279
3.6	Fiction	11,000	65%	7,150	A	66"/5sh+ base	8	894	49.7	42"	511
3.6	Nonfiction	39,000	65%	25,350	A	84"/6sh+ base	10	2,535	120.7	42"	1,243
3.6	World Languages	2,000	70%	1,400	A	66"/5sh+ base	10	140	7.8	42"	80
3.6	Large Print	3,300	65%	2,145	F	66"/5sh+base	8	268	14.9	42"	153
3.6	Mass market Paperbacks	1,500	55%	825	G	spinners inset into 66" shelf unit w/ 288 vol. capacity per unit	16	52	2.9	42"	30
	Total Adult Books	68,000						5,275	313		2,397
	Teen Books										
3.9	new/display	400	50%	200	F	66"/5sh+ base	8	25	1.4	42"	14

## Appendix F: Library Collection and Shelving Needs

3.9	mass market Paperbacks	1,200	50%	600	G	Paperback, 4 tower - spinner w/ 576 vol. capacity per unit	n.a.	n.a.	1.0	42"	26
3.9	Genre (M,SF)	1,250	65%	813	F	66"/5sh+ base	12	68	3.8	42"	39
3.9	Fiction	4,000	65%	2,600	F	66"/5sh+ base	12	217	12.0	42"	124
3.9	Graphic Novels	1,300	40%	520	F	66"/5sh+ base	16	33	1.8	42"	19
3.6	Nonfiction (shelved w/ ANF)	8,300	65%	5,395	A	84"/6sh+ base	12	450	21.4	42"	221
3.6	World Languages (shelved w/AWL)	700	70%	490	A	66"/5sh+ base	10	49	2.7	42"	28
	Total Teen Books	17,150						766	41.4		470
	Children's Books:										
5.1	New Books/Display	100	50%	50	F	42"/2sh+ base	8	6	0.7	42"	7
5.1	Picture Bks	4,000	50%	2,000	P	42"/2sh+ base, 12" shelf slotted, w/ dividers	20	100	11.1	42"	125
5.1	Easy Readers	2,000	60%	1,200	F	42"/2sh+ base	20	60	6.7	42"	69
5.3	Nonfiction	19,500	60%	11,700	F	66"/5sh+ base	13	900	50.0	42"	515
5.3	World Languages	1,000	70%	700	F	66"/5sh+ base	15	47	2.6	42"	27
5.5	Genre (M,SF)	1,500	60%	900	F	42"/2sh+ base	13	69	7.7	42"	79
5.5	Fiction	5,000	60%	3,000	F	66"/5sh+ base	13	231	12.8	42"	132
5.5	Mass market Paperbacks	1,000	60%	600	G	Paperback, 4 tower - spinner w/ 576 vol. capacity per unit	n.a.	n.a.	1.0	42"	26
	Total Children's Books	34,100						1,413	93		980
	Total Book Collection:	119,250						7,455	447.3		3,847
	Audiovisual Media										
	Adult Media:										
3.8	DVDs	4,500	45%	2,025	F	66"/5sh, AV browse bins	30	68	3.8	42"	39
3.8	Music CDs	4,500	55%	2,475	J	66"/5sh, AV browse bins	30	83	5.5	42"	57
3.8	Books on Tape & on CD	4,000	50%	2,000	F	66"/5sh+ base	10	200	11.1	42"	114

## Appendix F: Library Collection and Shelving Needs

3.8	Software & CDRom kits	1,000	70%	700	F	66"/5sh+ base	10	70	3.9	42"	40
3.8	New Format	1,000	70%	700	F	66"/5sh+ base	20	35	1.9	42"	20
	Total Adult Media:	15,000						455	26.2		270
	Teen & Curriculum Media:										
3.8	Video	300	50%	150	F	66"/5sh+ base	10	15	0.8	42"	9
3.8	DVDs	300	50%	150	F	66"/5sh, AV browse bins	30	5	0.3	42"	3
3.8	Music CDs	200	60%	120	J	66"/5sh, AV browse bins	30	4	0.3	42"	3
3.8	Books on Tape & on CD	200	50%	100	F	66"/5sh+ base	10	10	0.6	42"	6
3.8	Software & CDRoms	300	60%	180	F	66"/5sh+ base	10	18	1.0	42"	10
3.8	New Format	300	70%	210	F	66"/5sh+ base	20	11	0.6	42"	6
	Total Curriculum Media:	1,600						63	3.5		36
	Children's Media:										
5.4	DVDs	2,069	50%	1,035	F	42"/3sh, AV browse bins	30	34	3.8	42"	39
5.4	Music CDs	600	50%	300	K	42"/3sh, AV browse bins	30	10	1.1	42"	11
5.4	Books on Tape & on CD	600	60%	360	F	42"/2sh+ base	12	30	3.3	42"	34
5.4	AV kits	200	60%	120	M	42"/3sh w/hanging rod	12	10	1.1	42"	11
5.4	Software & CDRoms	600	60%	360	F	42"/2sh+ base	10	36	4.0	42"	41
5.4	New Format	500	60%	300	F	42"/2sh+ base	20	15	1.7	42"	17
	Total Children's Media:	4,569						135	15.1		155
	Total Media Collection:	21,169						653	45		461
	Total Books & Media:	140,419						8,108	492		4,308
	Magazines & Nsps Displayed										
3.7	Adult Magazine Display	86 titles	100%	86	C	78"/ 5sh slanted	1.0	86	5.7	42"	59

## Appendix F: Library Collection and Shelving Needs

3.7	Adult Magazine Backfiles	172 pam bxs	100%	172	D	78"/5sh+ base	2.5	69	3.8	42"	39
3.7	Adult Newspaper Display & Backfiles	12 titles	100%	12	E	78"/5sh slanted, hinged, w/ flat shelf below w/plexi inserts	1.0	12	0.8	42"	8
3.9	Teen Magazines Display	12 titles	100%	12	O	66"/ 4sh slanted	1.0	12	1.0	42"	10
3.9	Teen Magazine Backfiles	24 pam bxs	100%	24	F	66"/5sh+ base	2.5	10	0.5	42"	5
5.1	Children's Magazine Display (low)	10 titles	100%	10	R	42"/3 sh slanted	1.0	10	1.1	42"	11
5.1	Children's Magazine Display(higher)	10 titles	100%	10	O	66"/ 4sh slanted	1.0	10	0.8	42"	9
5.1	Children's Magazine Backfiles	30 pam bxs	100%	30	N	66"/4sh+ base	2.5	12	0.8	42"	8
	Total Mag & Nsp Display:	130 titles						220	14.6		151
	Total Linear & Square Ft Needed:							8,328	506.7		4,458
	All shelves = 3 ft long										

## **APPENDIX G: PLANNING AUTHORITIES USED AND SOURCES CITED**

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